DOCUMENT RESUME

ED 145 113 08 CE 012 577

AUTHOR Campbell, Robert E.; And Others
TITLE Coping in the World of Work. Practice in Problem Solving. Instructor's Handbook. Research and Development Series 120A.
INSTITUTION Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 77
CONTRACT NE-C-00-3-0079
NOTE 197p.; For related documents see CE 012 577-580
AVAILABLE FROM Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (R & D 120A, $12.50; Classroom set including Instructor's Handbook, 30 Student Guides, Handout/Transparency Masters, and Filmstrip/Cassettes, R & D 120, $98.00)

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS Audiovisual Aids; Behavioral Objectives; Career Education; Curriculum Guides; Instructional Aids; Instructional Materials; *Job Skills; Learning Activities; *Learning Modules; Post Secondary Education; *Problem Solving; Resource Materials; Secondary Education; Simulation; Skill Development; Teaching Guides; *Teaching Methods; *Vocational Development; *Work Attitudes
IDENTIFIERS Career Development Units

ABSTRACT

This instructor's handbook is part of a career development unit on coping in the world of work, designed to assist students in developing coping strategies to deal with work-entry and job adjustment problems. (Other components of the unit--student guide, handout/transparency masters, and filmstrip/sound cassette programs--are available separately.) The unit can be implemented in high schools (grades 11 and 12), community and four-year colleges, technical schools, and other agencies. Materials included in the handbook are the following: Student worksheets for group and individual tasks, brief introductory and concluding lecturettes, class discussion guides, short tests, role-playing scripts, supplementary references for expanding instruction, review procedures, and student outlines. An overview of the instructional unit and unit objectives are also presented. Activities center around the five steps of the problem-solving approach: Step 1 deals with the value of early detection and proper diagnosis of job problems, causes and symptoms, and information sources for problem identification; step 2 deals with generating solutions to these problems; steps 3 and 4 concern evaluating and choosing solutions; and step 5 involves testing solutions. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED145113

Research and Development Series 120A

INSTRUCTOR'S HANDBOOK

Coping in the World of Work:

Practice in Problem Solving

Robert E. Campbell
George A. Wynn
Robert M. Ransom

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1977

CE012577

This publication was prepared pursuant to a contract (No. NE-C-00-3-0079) with the National Institute of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

TABLE OF CONTENTS

INTRODUCTION i
OBJECTIVES OF THE UNIT 3
INTRODUCTORY EXERCISE 5
- Lecturette No. 1 8
- Discussion Questions 9
- Lecturette No. 2 10
- Discussion Questions 11
- Concluding Statement 12
- Work Entry and Job Adjustment Problems (WEJAP) 13

STEP I-A 21
STEP I-B 35
STEP I-C 63
GENERATING SOLUTIONS (STEP II) 95
STEPS III AND IV 111
STEP V (VALIDATING SOLUTIONS) 161
RECOMMENDED ALTERNATIVES 221

CE 012 577

FOREWORD

The scarcity of useful educational tools and techniques to prepare youth to enter the world of work has substantially hindered the career growth of most students. The transitional phase between school and work encompasses a multitude of new coping experiences for the young worker such as adjustment to work supervision, peer relations, communication, and an organizational setting. In response to this need for improved preparation of the student, The Center for Vocational Education with the sponsorship of the National Institute of Education has developed and field tested this instructional unit, *Coping in the World of Work: Practice in Problem Solving.* The purpose of the unit is to: (1) acquaint students with the range of job adjustment problems they will encounter as they leave school and enter the world of work; and (2) help students learn a five-step problem solving approach that can be used to successfully deal with these problems.

The approach used here places emphasis on solving realistic problems and presents the problems in a manner that most students find interesting and rewarding. The Center takes pleasure in presenting this product believing that it will become a valued and useful resource for teachers, counselors, and especially, students.

Dr. Robert E. Campbell directed the project that developed the unit from its inception, providing the balanced perspective of an experienced and knowledgeable national leader. George A. (Bud) Wynn's expertise in problem solving and structured group activities have been, in large measure, responsible for much of the content of the unit. Mr. Robert M. Ransom has functioned well as a member of the project staff, focusing on evaluation aspects but contributing heavily to other development activities throughout.

Appreciation is expressed to Dr. Robert E. Haccoun for contributions in the beginning phases of the project; to Dr. H. Lawrence Hotchkiss, Dr. Evans Curry, Michael Mead, and Dr. Gary Morris for help in the computer programming and data analysis; to Mr. Robert Rayburn, Mr. Charles Meacham, and their students for support and comments during the formative phases of the pilot testing of the materials; and to Ms. Nancy Robinson, Ms. Stephanie Butler, and Ms. Mary LaBelle for conscientious efforts in handling typing and editing.

Robert E. Taylor
Director

INTRODUCTION

The information contained in this introduction is designed to provide instructors with the necessary information to effectively begin implementing the instructional unit Coping in the World of Work: Practice in Problem Solving. Specific and detailed instructions for each step are included at the beginning of each step.

What Can This Unit Do for Your Students?

Coping in the World of Work: Practice in Problem Solving was designed to achieve the following general goals for students.

- Acquaint them with typical on-the-job adjustment problems such as getting along with supervisors, dealing with tension, and work habits.
- Teach them a problem solving approach to handle job adjustment problems, e.g., diagnosing problems, developing solutions, and testing the solutions.
- Help them practice the problem solving approach with simulated, but real, problems in the classroom.
- Help them learn to apply problem solving methods to personalized problems outside the classroom.
- Improve their communication skills through involvement in structured group activities and small group discussions.

In order to achieve these general goals more specific behavioral objectives, called criterion objectives,[1] are used (see pp. 3-5).

What Kinds of Students Can Best Benefit from This Unit?

Actually, almost all students can benefit since it teaches them a broad problem solving method that is applicable to all kinds of life adjustment problems.

The instruction is especially targeted to those students who plan to work either full- or part-time, and it is particularly applicable to:

---

[1] A criterion objective is derived directly from the program goal and it defines the knowledge, skills, and attitudes that are needed by a student to achieve the specified goal.

- Eleventh and twelfth grade high school students
- Community college students
- Students in technical schools
- College students
- Employees in actual work settings
- Residents of correctional institutes who are preparing to be released
- Workers who are undergoing rehabilitation in sheltered workshops

What Kinds of Instructors Can Use This Unit?

Because of the self-instructional nature of the package, any interested individual can effectively implement the unit. The unit has been specifically developed for use by:

- Counselors
- Regular classroom teachers
- Personnel administrators
- Job placement specialists
- Paraprofessionals
- Job supervisors

In Which Settings Can This Unit Be Used?

- High schools
- Community colleges
- Technical schools
- Four-year colleges
- Rehabilitation agencies
- Correctional institutes
- Industry and business

What Are the Teaching Methods Used in This Unit?

- Filmstrips
- Group discussions
- Individualized instruction
- Real-life case studies depicting typical problems
- Role-playing
- Group problem solving techniques
- Other structured group exercises

What Materials Are Included in the Instructional Package?

- Filmstrip/cassette presentations depicting job adjustment problems and the problem solving approach
- Instructional transparency masters
- Student guides

- Student worksheets for group and individual tasks
- Brief introductory and concluding lecturettes
- Class discussion guides
- Short tests for measuring learning
- Role-playing scripts
- Supplementary references for expanding the instruction
- Review procedures
- An instructor handbook
- Spirit masters for reuse of the unit with other classes
- Student outlines

What Additional Aids Are Needed to Implement This Unit?

- Filmstrip projector and cassette tape recorder
- Classroom with movable chairs for student groups
- Projector screen
- Overhead projector for transparencies
- Chalkboard

How Long Will the Instruction Last?

- The unit has been designed to be used for approximately two weeks, based upon one 40-45 minute class period per day for a total of eleven class periods.

- The unit can be expanded from the minimum of two weeks to four weeks and in some instances can be extended for longer durations with the use of supplementary materials.

- Different time patterns can also be used for the unit depending upon the instructional needs and circumstances. For example, it could be compressed into two full days or three half-days. Any arrangement is acceptable as long as the sequence of instruction is not disrupted for a long period of time.

- To achieve group effectiveness, it is recommended that the unit be taught to not less than six students and not more than thirty-six students at any one time.

What Types and How Much Instructor Preparation and Training Are Required?

Although no special training is required of the instructor, it is highly recommended that the instructor be interested in job adjustment problems and have had some experience with these.

Approximately fifteen to twenty-five hours of self-preparation is recommended to acquaint the instructor with the instructional methods and to organize the instructional schedule and materials. For more rapid installation of the package, CVE can provide a one-day workshop designed to acquaint and orient from three to forty instructors at one time. Since the package is self-instructional for the instructor, a workshop approach is recommended only if time and/or quantity of instructors to be trained is a problem.

What Additional Information Do You Need?

For the benefit of the instructor, we have provided methods sheets with each step. While most phases of instruction are designed for 40 minutes, a five-minute allowance has been made for routine classroom procedures (taking roll, etc.) which accounts for the 45-minute class period specification. However, the unit can easily be used with longer class periods of up to 60 minutes, and more than one phase can be combined to extend the unit to fit any length class period.

The methods sheets themselves are intended as how-to-do-it sets of guidelines for using the lecturettes, discussion questions, and student exercises. All material in this unit is color-coded to facilitate ease of use. Material printed on ivory-colored paper is to be used only by the instructor. Yellow-colored paper indicates material that is contained in the student guides included with this unit. All handouts are printed on white paper. Note that the Student Outlines, printed on white folded cards, are to be given to students at the beginning of the instruction and used freely throughout the course. Also, feel free to use throughout the course of instruction, the diagrammatic representation on page vi of the five-step approach. The exercises are flexible and designed to allow maximum individual development; however, it is strongly recommended that the unit be used on consecutive instructional days, i.e., that no more than a two- or three-day weekend interrupt the delivery of the unit at any one time. Further, it is expected that there will be multiple interruptions during the particular class period to be used (e.g., assemblies, athletic team practices), it is recommended that consideration be given to using the unit during another time period.

The materials and methods sheets are self-explanatory, but instructors are urged to draw from their own knowledge and experiences to make this unit as meaningful as possible for everyone involved. Students will soon realize that much of the content of the unit is "common sense" so it may be necessary to point out that the purpose of the unit is to gain systematic practice in dealing with work-related problems. To help convey this idea, the students are encouraged to use their own work- or school-related problems as case studies for the evaluation sections of each step; the instructor should use these alternatives freely. The first time this unit is used, it will be an enjoyable and useful experience. However, since some classes are more verbal and enthusiastic than others, it will be necessary to pace the delivery of the material appropriately.

The "answers" provided in the unit are the interpretations of the authors and are meant simply as guidelines. They are, however, as close to real "answers" to the problems as we believe possible and may be used for grading purposes if necessary. If some students disagree with these answers and are able to generate cogent arguments to support their claims, it will be necessary to reach a consensus on the "correct" answers.

Finally, do not be afraid to improvise; the flexibility of the unit requires—indeed, almost demands—that freedom of expression be given a high priority. It is only through adapting this unit to the individual classroom environment that students will most effectively learn about work entry and job adjustment problems, and, how to solve them.

Background

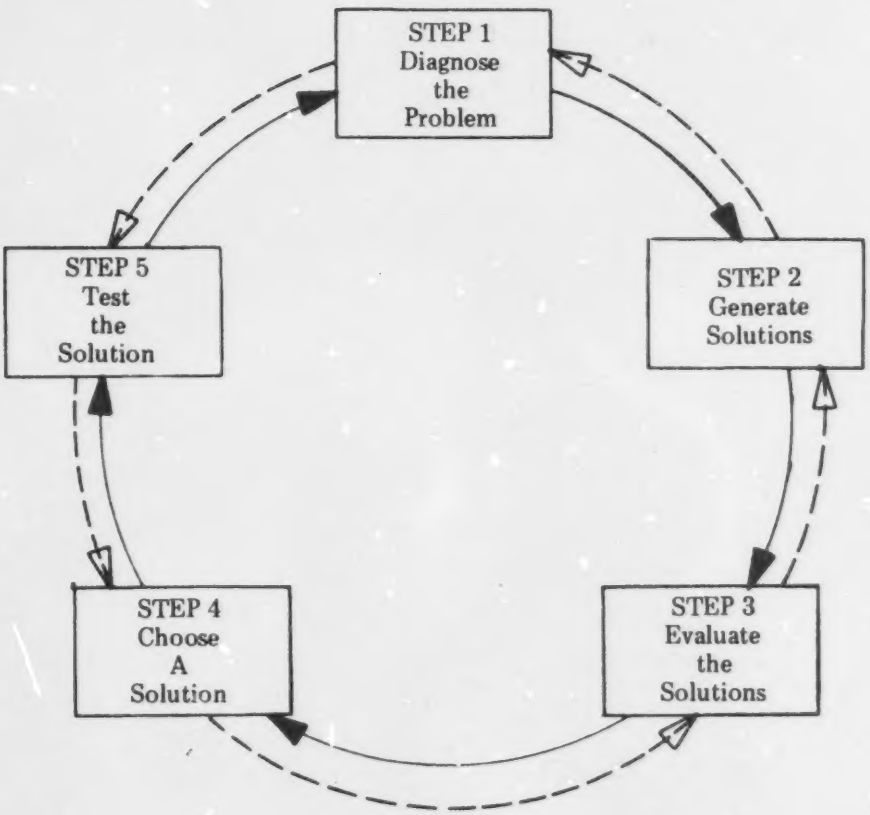
Coping in the World of Work: Practice in Problem Solving is a Career Development Unit (CDU)[2] designed to meet the shortage of available instructional materials that help students acquire

[2]This is a term used in the core procedural guidance system of which this unit is a part. This system is called the Career Planning Support System (CPSS) and was developed at The Center for Vocational Education to help high schools use a systems approach to upgrade career guidance services to students. This particular unit is recommended for use either with or without CPSS although it is included as a part of the total package. If it is being used as a part of CPSS, the instructor will note that selected items on the student survey will indicate a need for this CDU.

job coping skills. The unit was designed to specifically deal with the psychological adjustment problems that students encounter upon leaving school and entering the world of work. The initial research on this unit produced two working monographs: one related the range of work entry and job adjustment problems and the other described various training interventions that could be used to deal with these adjustment problems. These two monographs provided the impetus for the development of the current instructional unit.

The unit has evolved as a result of systematically conducting and evaluating three pilot tests, one complete classroom simulation, and two major field tests. Information from these various tests together with testimonial evidence from instructors, guidance counselors, and students have indicated positive increases in the coping abilities of those students exposed to this unit.

The Five-Step Problem Solving Approach



Indicates the direction you go when trying to solve a problem

Indicates the direction you may be required to go when a soltuion has not worked (also called recycling).

OBJECTIVES OF THE UNIT

The criterion and enabling objectives listed below are behavioral in nature and are designed to define the knowledge, skills, and attitudes necessary for successful completion of this unit.

Criterion Objective I

Students will correctly identify the range of the twenty job adjustment problems that people typically encounter both on and off the job.

Enabling Objectives

At the conclusion of this unit, students will:

1. Select the four major categories of work entry and job adjustment problems.
2. Select five of the twenty work entry and job adjustment problem categories.

Criterion Objectives II

Students will correctly apply each step of the five-step problem solving approach for solving work entry and job adjustment problems.

Enabling Objectives

At the conclusion of this unit, students will:

1. Make distinctions between situations with no problems and those with potential or fully developed problems. This will be accomplished by reviewing three case studies and checking off the correct responses.
2. Describe the value of early detection of a problem which enables one to deal with a potential rather than a fully developed problem.
3. Distinguish between those elements of a case study that are causes or symptoms or both.
4. List the two general sources of information for work entry and job adjustment problem identification.
5. Categorize at least two sources of information from a given case study in terms of rating the accessibility and value of the source for problem identification.
6. Generate at least two possible solutions to a given work entry or job adjustment problem.

7. Select at least one appropriate goal for a solution to a work entry or job adjustment problem.

8. Identify the purpose of generating solutions to a work entry or job adjustment problem.

9. Identify the two considerations for seeking sources of information for solution evaluation.

10. Identify the two considerations necessary in choosing a solution to a given problem.

11. Determine the workability and usefulness of at least two solutions to a work entry or job adjustment problem in a given case study.

12. Select from a list the reason information is sought after problem solutions have been generated.

13. Select from a list the reason for recycling a problem.

14. Determine whether or not a given solution to a given case study has successfully met its goal and, if not, to where the problem should be recycled.

Criterion Objective III

Students will give evidence that they are able to correctly apply the five-step problem solving approach with practice problems.

Enabling Objective

At the conclusion of the unit, students will:

1. Develop from personal experience or imagination, a case study depicting at least one of the twenty job adjustment problems which incorporates at least one cause, one symptom, and one source of information used in diagnosing the problem.

Criterion Objective IV

Students will apply the five-step problem solving approach correctly with real problems outside the classroom.

Although no specific enabling objectives are provided, it is suggested that the sample follow-up questionnaire provided in the instructor's manual be modified and used to assess this dimension. In addition, the instructor may wish to check verbally with students throughout the course of instruction to determine if they have been using the five-step problem solving approach outside the classroom. Appropriate enabling objectives may be developed for either or both of these criterion objectives by specifying the actor (students, teacher, etc.), behavior (list, describe, recall, etc.), condition (given a list, etc.), and degree of success (50 percent, three out of ten, etc.). If you are using the core procedural system of CPSS, the methodologies for constructing and developing goals and objectives are thoroughly reviewed in the Steering Committee Handbook.

INTRODUCTORY EXERCISE

The intent of this exercise is to provide a visual/perceptual reference for the entire unit, to illustrate the five-step problem solving approach and work entry and job adjustment problems, and to involve students (through group discussion) in problems concerned with making the transition from school to work.

Criterion Objective I

Students will correctly identify the range of the twenty job adjustment problems that people typically encounter both on and off the job.

Enabling Objectives

At the conclusion of this unit, students will:

1. Select the four major categories of work entry and job adjustment problems.
2. Select five of the twenty work entry and job adjustment problem categories.

Group Size:

All of the students in the class.

Resources:

1. Lecturettes (pp. 8, 10) and concluding statement (p. 12) for the instructor.
2. The two filmstrips.
3. Filmstrip projector and casette tape recorder. (Tapes are provided with audible and inaudible signals.)
4. Discussion questions for the instructor to use during the filmstrip presentation (pp. 9-12).
5. Student guides for all students.

Methods:

Phase I: Approximate time required—forty minutes

1. The instructor will present Lecturette No. 1 introducing the students to the unit and the first filmstrip (five minutes).

2. The instructor will show the filmstrip "Problems on the Job" stopping it for class discussion at the appropriate times (twenty-five minutes).

3. The instructor will use the diagrammatic representation of the five-step approach found on p. vi of the Student Guide during the filmstrip and discussion (also use the Student Outline).

Phase II: Approximate time required—forty minutes

1. The instructor will present Lecturette No. 2 introducing the students to the second filmstrip (five minutes).

2. The instructor will show the filmstrip "Work Entry and Job Adjustment Problems" stopping it for class discussion at the appropriate times (twenty-five minutes).

3. The instructor will review the WEJAP categories and definitions on pp. 13-20 of the Student Guide (ten minutes).

4. The instructor will present the concluding statement on p. 12.

LECTURETTES AND DISCUSSION QUESTIONS FOR FILMSTRIP PRESENTATIONS

LECTURETTE NO. 1

Note to the instructor: This lecturette may be presented as is or it may be expanded or further developed as you see fit.

When you begin a job after leaving school, you will be expected to handle all kinds of problems. How you go about solving these problems will determine to a great extent how well you function on your job, whether you make or lose money, and whether or not you get a better job. Young workers tend to have great difficulty adjusting to and dealing with problems they encounter in the world of work. You will soon be entering the world of work and you too may need the skills required to adapt to it.

In response to this need, the unit we will begin today is one which teaches you a problem solving approach to strengthen your ability to handle problems both at work and away from work. This approach, which is broken down into five steps, is a general way of solving problems.

We will now see a filmstrip showing a job adjustment problem and an illustration of the five-step problem solving approach. While watching the first sequence, try to figure out exactly what the problem might be and whether or not you had a similar problem. The second sequence will tell you more about the problem and the third will show you a way things could have turned out differently.

DISCUSSION QUESTIONS

(For Filmstrip No. 1: "Problems on the Job")

Note to the instructor: The following information is to aid you in facilitating discussion after each sequence of the filmstrip.

1st Sequence

1. Do you consider this a problem? Why or why not? What do you think the problem is? Why do you think so? Whose problems do you think it is?

NOTE: Suggested problems may be: Doug is late for work; Doug doesn't get along with his boss; the boss is always picking on Doug; Doug is doing something wrong at work.

2nd Sequence

1. What seems to be the problem now? Why do you think so?

2. Does Doug's problem seem real to you? Have you experienced a problem similar at school or on a job? Do you know anyone who has experienced a problem similar to this? If so, describe it.

3. What do you think of Doug's solution (walking out)? What would you have done if you were Doug? Why?

3rd Sequence

1. What were the five steps in the problem solving approach and at what points did they occur in the filmstrip? What other way would you have handled this step?

Five-Step Approach		Filmstrip Illustration
Step 1	Defining the Problem	When Doug listed the three parts problem at the desk.
Step 2	Generating Solutions	When Doug listed four alternatives for solving his problem.
Step 3	Evaluating Solutions	When Doug consulted his co-workers and got their opinions on which alternative would be the best solution.
Step 4	Choosing and Implementing a Solution	When Doug placed the "yes" by one of his four solutions and made up the forms for the department heads.
Step 5	Validating (Testing the Solution)	When Doug learned from Mr. Watson that the order forms had been successful in getting everyone their supplies.

LECTURETTE NO. 2

Note to the instructor: This lecturette may be presented as is or it may be expanded or further developed as you see fit.

In the filmstrip "Problems on the Job" we saw a young worker encountering a problem at work. There are many different problems with which workers are likely to come into contact. On pages 13-20 in the Student Guide, you will see a list of Work Entry and Job Adjustment Problems. These include: career planning and training problems, job-getting problems, on-the-job adjustment problems, off-the-job adjustment problems. We are now going to see several filmstrip sequences which are intended to acquaint you with, and illustrate examples of, some specific work entry and job adjustment problems.

DISCUSSION QUESTIONS

(For Filmstrip No. 2: "Work Entry and Job Adjustment Problems")

Note to the instructor: The following information is to aid you in facilitating discussion after each sequence of the filmstrip.

1st Sequence (Career Planning and Training Problems)

1. Looking at your list and descriptions of Work Entry and Job Adjustment Problems (pp. 13-20 in the Student Guide), which problems under the "Career Planning and Training" category were depicted in the filmstrip sequence about Manny trying to get an assistant chef's position?

2. Do you know from personal experience or the experiences of friends and relatives about a problem related to career planning or educational preparation?

3. We didn't see an example of a geographic mobility problem. Can you think of one?

4. Which career planning and training problem do you think you would have most trouble and why?

2nd Sequence (Job Getting Problems)

1. Looking at your list and descriptions of Work Entry and Job Adjustment Problems, which problems under the "Job Getting" category were depicted in the filmstrip sequence about Karen trying to get a secretarial position?

2. Do you know from personal experience or the experiences of friends and relatives about a problem related to getting a job?

3. We didn't see an example of a prejudice or communication problem involving getting a job. Can you think of an example of either problem?

4. Which problem related to getting a job do you think you would have the most trouble with and why?

3rd Sequence (On the Job Adjustment Problems)

1. Looking at your list and descriptions of Work Entry and Job Adjustment Problems, which problems under the "On the Job Adjustment" category were depicted in the filmstrip sequence about Sam and Kathy working on the assembly line?

2. Do you know from personal experience or the experiences of friends and relatives about a problem related to adjustment to a job situation?

3. Can you think of an example of an on the job adjustment problem involving: communication? automation and changing technology? work rules and standards? work habits? peer and supervisory adjustment problems?

4. Which on the job adjustment problem do you think you would have the most trouble with and why?

4th Sequence (Off the Job Adjustment Problems)

1. Looking at your list and descriptions of Work Entry and Job Adjustment Problems, which problems under the "Off the Job Adjustment" category were depicted in the filmstrip sequence about Malcom's position as youth counselor as it relates to his family life?

2. What other off the job problems can you think of that may be caused by the job itself?

3. Do you know from personal experience or the experiences of friends and relatives about problems caused by the job in off the job situations?

CONCLUDING STATEMENT

Note to the instructor: This statement may be presented as is or it may be expanded or further developed as you see fit.

In reflecting on the variety of work entry and job adjustment problem categories you have covered, you may want to remember it's not necessary for you to try to categorize a particular problem when you are out on the job. The important thing to keep in mind is that these categories do exist and they can help you sort out your own individual problems. We want you to be aware of the range of work entry and job adjustment problems and to use them to help you apply the five-step problem solving approach accurately and thoroughly. This approach, as you recall, includes (1) diagnosing the problem; (2) generating solutions; (3) evaluating the solutions; (4) choosing and implementing a solution; and (5) testing the solution.

OUTLINE

WORK ENTRY AND JOB ADJUSTMENT PROBLEMS (WEJAP)

Work entry problems are those which affect getting a job and adapting to the work situation. Job adjustment problems are those which interfere with the worker's successful performance of the tasks on the job. The following is a summary of work entry and job adjustment problem categories:

I. CAREER PLANNING AND TRAINING PROBLEMS

- A. Educational prepration
- B. Job goals and expectations
- C. Job changes
- D. Geographic mobility

II. JOB GETTING PROBLEMS

- A. Job seeking
- B. Interviewing and test-taking
- C. Job placement
- D. Prior work experience
- E. Job layoffs and rejections
- F. Prejudice
- G. Communication

III. ON THE JOB ADJUSTMENT PROBLEMS

- A. Prejudice
- B. Communication
- C. Automation and changing technology
- D. New roles

E. Work rules and standards

F. Work habits

G. Alineation

H. Getting along with the boss and other workers

IV. OFF THE JOB ADJUSTMENT PROBLEMS

A. Family and personal situational adjustment

B. Attitudes and values

C. Self-image

WORK ENTRY AND JOB ADJUSTMENT PROBLEM (WEJAP) CATEGORIES

The following are definitions and examples of problem categories.

I. CAREER PLANNING AND TRAINING PROBLEMS

A. Educational Preparation

A comprehensive general education and training in marketable skills are necessary to get and hold a job. A weak general education might cause the worker to have more problems than necessary with elementary reading and mathematics at work. Specialized job skills training is necessary to help prepare the worker who is new to the labor market to be more efficient and effective in getting a job and more aware of the social as well as technical skills needed to hold a job.

Example: Elizabeth wants to be supervisor. She is highly skilled, but she cannot speak or write clearly, and so finds it difficult to express herself in social situations.

B. Job Goals and Job Expectations

(Anticipated Job Characteristics)

A worker has visions of ideal job conditions which he would like to find on his job. Usually, however, he expects to see less than these ideal conditions. Problems may result from job dissatisfaction if there are great discrepancies between job expectations, what the worker actually expects to find on his job, and ideal job aspirations, what he hopes to find on his job.

Example: Joyce was hired as a file clerk but has been used only as a receptionist, a position for which she is not prepared.

C. Job Changes

When a worker changes jobs, is it for a better job? Unfortunately, many workers change jobs without gaining anything. They simply move into a different job at the same level, with similar pay, and responsibilities. Although this form of horizontal mobility is sometimes attempted for personal reasons, frequently it is an example of job hopping, moving from job to job without plan or purpose. A worker may fail to move to a better job (upward vertical mobility), or even move to a worse job, because he doesn't have clear ideas of what he wants from a job or of what his job market has to offer.

Example: Fred has had three similar jobs in a year. He knows what he doesn't like about his jobs, but he's not sure what kind of job will satisfy him.

D. Geographic Mobility

If a worker cannot find employment near his place of residence or near other places he considers important (school, shopping center, recreation area), he may find commuting problems added to his problems on the job. A worker may also face difficulties when asked by an employer to transfer to an unfamiliar area. Some workers are tied to regional employment conditions and they find it hard to adapt to the employment conditions of other regions.

Example: Pat is a skilled fruit farm worker, but since he moved to the city, he has not been able to find a job.

II. JOB GETTING PROBLEMS

A. Job-Seeking

Finding a job is in itself a complex problem, involving checking out many sources of information, weighing all the advantages and disadvantages of diverse jobs, deciding on one job, and evaluating the correctness of that decision while employed on the job. If we seek employment carelessly, we probably will face our problems on the job in a similarly careless manner.

Example: Bernice wants to be a welfare worker but does not know where to apply.

B. Interviewing and Test-Taking

The interview is a major hurdle for the prospective employee. An interviewee who is unfamiliar with the techniques available to present himself most favorably, or who lacks experience with taking tests, could encounter many difficulties at this early stage of the employment process. The interview procedure has been criticized for containing biases and for being unreliable. Research has also found that the major hiring decisions are often made at the beginning of the interview and are based on a questionnaire filled out by the applicant beforehand. Nonetheless, it is in the applicant's best interest to prepare carefully for the tests and interview, and to use these to his advantage.

Example: In applying for a job, Marie was asked to take a typing test. She became very nervous and made many errors.

C. Job Placement

Typically high schools do not have placement offices and youth are left to their own initiatives. For many this is very difficult as they have had little work background and thus few leads. Some high schools are more aggressive and provide help ranging from a referral to personally introducing the applicant to his/her interviewer. Also, state

employment offices provide some screening of applicants and do direct some individuals to various training programs. The extent to which these institutions facilitate the work entry of students often determines their success or failure in finding a job.

Example: Denise went to see her high school counselor for help in finding a job for which she was well-suited. She discovered that there was no job placement service in her school and she would have to do it on her own. She was very disappointed as she had no idea where to begin to look.

D. Prior Work Experience

Is it fair to ask a new worker to be experienced? A company wants the most efficient labor force it can get. A new worker needs to get a job before he is experienced, in order to become experienced. Are the goals of the new worker and of the company incompatible, or can they be reconciled? Some occupational research has shown that new workers may not be less efficient or less capable than experienced workers. New workers may find that there are other ways to gain experience. Some of the alternative opportunities to get experience, which may be easier to get into and may offer more general experience, are cooperative organizations, work-study programs, volunteer programs, junior achievement and other youth organizations, and part-time or seasonal work. Thus, the simple but frustrating problem of which comes first, experience or getting hired, may be solvable in many ways.

Example: Margie applied for a job as a printer but was turned down since she did not have prior work experience.

E. Job Layoffs and Rejections

If job applicants receive many rejections, they may become discouraged, skeptical of hiring practices, and pessimistic about job opportunities and their own abilities. This may result in the applicant becoming more tense during interviews, which will make it even more difficult for him to get hired. Ultimately, the job applicant may become frustrated and give up seeking work, accepting unemployment instead. Job layoffs may similarly affect the worker. If he is chosen to be laid off, he may become skeptical of the company's policies regarding workers and uncertain about his own abilities as a worker.

Example: Cornelius has interviewed for twenty jobs but couldn't get any of them. He now feels a great lack of confidence in himself and fears further rejections.

F. Prejudice

Because prejudicial attitudes of one person or group toward another because of age, sex, race, religion, or handicap are pervasive in society, they can cause problems in getting a job. Discriminations in hiring are direct problems which have indirect effects on career aspirations and applicant morale.

Example: Ann applied for a job as a forklift operator. Even though she scored high enough on the mechanical skills examination to begin on-the-job training, the supervisor, Mr. Sands, would not hire her. He told her that he would not hire a woman for a "man's job."

G. Communication

A worker must be able to make inquiries about job positions and express himself intelligently during a personal interview. If the worker is not able to handle these types of communication, he may also be unable to get the job he wants.

Example: Roger could not discuss his reasons for wanting the sales position. This made the personnel clerk question his ability to be an aggressive salesman. She noted this on his interview sheet and subsequently he did not get the job.

III. ON-THE-JOB ADJUSTMENT PROBLEMS

A. Prejudice

Because prejudicial attitudes of one person or group toward another because of age, sex, race, religion, or handicap are pervasive in society, they can cause problems on-the-job. Discriminations in promotions are problems which affect employee morale and career aspirations.

Example: Fred's boss, Archie, who openly admits that he thinks blacks are lazy, refuses to give Fred, who is black, the promotion to a more challenging job.

B. Communication

A worker must learn the jargon (special language) of his job so that he may understand instructions and be able to discuss his work clearly with his co-workers. If a worker cannot express his thoughts, ask questions about instructions, and describe his problems, he may not be able to resolve his problem.

Example: Louise uses slang in the office. Her co-workers and the customers cannot always understand her.

C. Automation and Changing Technology

Job technology is not fixed. New products and machines are constantly being introduced, and work procedures are always being modified. While job skills are important assets, equally important is the ability to adapt to change, to be able to update old skills to fit new situations.

Example: Frank has worked at his job for ten years. Recently, a machine was built to do Frank's job, and Frank, who failed to learn how to operate the machine, was laid off.

D. New Roles

The person entering the job market is leaving behind the school environment and embarking on a full-time career of workers' responsibilities and obligations. Peer group relations become more important because of the new emphasis on cooperative work effort. The loyalty expected by the company from its workers is very different from the old school pride; and the worker's concentrated dependence upon the company for income, status, and lifetime security, is a change from his role as a student, when he looked to many different sources (e.g., parents, school, student clubs) for the different kinds of support. Paying taxes, providing for a family, and buying a house are among the new obligations associated with the role of worker.

Example: Bob hates his work, but he has many financial obligations, and so he works for the money. He never knows whether he should quit or continue to just hang on.

E. Work Rules and Standards

Nearly all companies have written or unwritten codes that describe company policy about the proper way to perform work tasks. These rules and standards are often necessary and are based on wise safety and management factors; sometimes they seem foolish and unnecessary imposition of authority. In either case, they may be annoying to the worker who may attempt to violate these codes and thereby cause serious problems.

Example: Jack likes to smoke on the job. However, the smoke irritates Jack's co-workers in the small office, and the ashes and butts are a fire hazard.

F. Work Habits

The category involves the manner in which a worker performs his job tasks. It includes organizing work efficiently, being neat, being punctual, and caring for equipment and materials. A careless worker can cause problems for himself and for others who have to work with him.

Example: Phil doesn't keep his work in order and so he can't find anything when he wants it.

G. Alienation

A worker may feel powerless or lost in a large organization where he is only a little cog. He may be unwilling to accept the rules of society regarding work and "correct work attitudes." This may lead to the worker seeing himself as isolated and without power in a meaningless job.

Example: John respects art, philosophy, and science. He doesn't see how his repetitious job on the assembly line in a big company can be of any value to society. He feels frustrated and alienated.

H. Getting Along with the Boss and Other Workers

Social relations with colleagues on the job are important because these relations affect how smoothly the group works together and how efficiently the tasks are accomplished. Besides getting along with co-workers, an employee must be able to take instructions from supervisors without feeling offended and pass instructions on to subordinates without offending them.

Example: Judy's boss always checks up on her. This makes her very nervous.

IV. OFF-THE-JOB ADJUSTMENT PROBLEMS

A. Family and Personal Situational Adjustment

Personal problems, home life, and other social relations off the job may cause problems on the job or inflate those problems which already exist on the job. The reverse is also true, problems on the job can affect the worker's personal life off the job.

Example: Betty's mother has been very sick lately, causing Betty to miss many days of work.

B. Attitudes and Values

This catch-all category includes factors affecting work attitudes, such as maturity, sense of responsibility, and personality. It also includes the ways in which the employee's values affect his relations with co-workers and management and his perception of work within his philosophy of life. Problems may arise when attitudes and values are in conflict with the employers or with those of co-workers.

Example: Sue has become careless about her work because she has not been given the degree of responsibility on her job that she thinks she deserves.

C. Self-Image

This concerns how we perceive ourselves. If we have a low opinion of ourselves (low self-esteem), we tend to over-criticize our mistakes and underestimate our abilities. This may make us less effective workers, reluctant to take on new responsibilities and constantly afraid of losing our present positions. Conversely, over confidence can lead to too high a self-regard (high self-esteem), which is not supported by our real abilities, and we may "bite off more than we can chew."

Example: Willy decided to take a job as a low-paying laborer, even though he is a qualified carpenter, because he fears failure.

STEP I-A

THE VALUE OF EARLY DETECTION AND PROPER DIAGNOSIS

	Page
Lecturette	24
Sociodrama, Note to Actors	25
Scene I	26
Discussion Question (after Scene I)	29
Scene II	31
Discussion Questions (after Scene II)	33
Concluding Statement	34

STEP I-A

THE VALUE OF EARLY DETECTION AND PROPER DIAGNOSIS

The intent of this step will be to demonstrate the development of a selected job adjustment problem, to teach the value of detecting problems early in their development, and to teach the value of diagnosing problems.

Criterion Objective II

Students will correctly apply each step of the five-step problem solving approach for solving work entry and job adjustment problems.

Enabling Objectives

At the conclusion of this unit, students will:

1. Make distinctions between situations with no problems and those with potential or fully developed problems. This will be accomplished by reviewing three case studies and checking off the correct responses.

2. Describe the value of early detection of a problem which enables one to deal with a potential rather than a fully developed problem.

Group Size

The entire class

Resources

1. Introductory lecturette for the instructor (p. 24)
2. Scene I of the sociodrama for the students (pp. 25-27)
3. Discussion question following Scene I for the instructor (p. 29)
4. Scene II of the sociodrama for the students (pp. 31-32)
5. Discussion questions following Scene II for the instructor (p. 33)
6. Concluding statement for the instructor (p. 34)

Evaluation

Following Scene I, the instructor will ask the students to write their answer(s) to Discussion Question 4, page 29. After these have been turned in and evaluated, the instructor will continue with No. 4 of the Methods section below. Sufficient achievement of the enabling objective is indicated when at least 75 percent of the class accurately identify at least one potential work adjustment problem (appropriate responses are listed in Question 4 of the Discussion Questions section).

Methods

Approximate time required - forty minutes

1. The instructor will present the lecturette explaining the value of early detection and proper diagnosis of problems (five minutes).

2. The instructor will select or ask for seven students to act in the sociodrama. Parts include: a narrator, Pat, Bobby, Terry, Lou, Dale, and Mel. One copy of Scene I should be given to each student participating in the sociodrama (five minutes).

3. The students will present Scene I to the class (five minutes).

NOTE: Instructor should emphasize that this sociodrama is to be performed like a real play.

NOTE: If student progress is to be evaluated, the instructor should now turn to the Evaluation section above for the appropriate methods to precede No. 4 of this section.

4. Following Scene I, the instructor will lead a discussion (using discussion question) on early detection and proper diagnosis (five minutes).

5. The instructor will hand out Scene II to each student (five minutes).

6. The students will present Scene II to the class (five minutes).*

7. Following Scene II, the instructor will lead a discussion, using discussion questions (five minutes).

8. The instructor will present the concluding statement (five minutes).

*NOTE: Alternate Scene II.
If the class wishes, they may extemporaneously role-play Scene II. If the role-play option is selected, the following sequence should be observed.

6a. Steps 1-5 above will remain the same.

6b. After the discussion following Scene I, the students in Scene I will return to play the same characters in Scene II.

6c. One other student will be selected to play the store manager. This student may wish to read the lines for Lou in the script for the present Scene II.

6d. Bobby, Pat, and the other characters from Scene I will be standing about in a group as the store manager enters.

6e. The store manager will approach Pat and Bobby and ask about their earlier disagreement.

6f. From this point on, any character may respond to a previous character's statement or may initiate a statement of his own.

6g. If role-play is used the characters may devise an ending completely different from the ending in Scene II. If this happens the Discussion Questions on page 33 will not all be applicable and therefore should not be used.

LECTURETTE

Note to the instructor: This lecturette may be presented as is or it may be expanded or further developed as you see fit.

If a problem at work is detected early, the worker has a better chance of solving the problem before it becomes serious or unmanageable. A potential problem is a situation having all the ingredients for developing into an actual problem with the situation still only a threat that hasn't yet disrupted the work environment of any of the workers.

If we catch a situation while it is still only a threat, it is less damaging to the work environment than if we permit the situation to develop into a full-blown problem. Fewer people will be involved and the consequences will be less disturbing when the problem in only potential. To ward off a problem early, we need to know the signs of potential problems. Later, in Step I-B, we will discuss some of these signs or symptoms. Now, in Step I-A, we will present a sociodrama (a little play) which should impress you with the importance of detecting problems early so that they can be dealt with while they are still under the worker's control and before they produce negative consequences.

As you watch the sociodrama, try to detect the signs of the potential problem. Also, determine what characters are involved in the problem and decide what each of those characters should do to prevent the problem from developing further.

SOCIODRAMA

Note to Actors: Speak loudly when talking and, though you may look at the other actors, do not turn your back to the audience. Speak at a normal pace, pausing at commas and periods. Characters may be either male or female. Thus, all pronouns in the sociodrama, which are now written for male characters, may be changed to female when a character is played by a female. You are to perform these roles as if you were acting in a real play.

Characters:

Scene I

Narrator	—	provides commentary during sociodrama
Pat	—	about 50 years old, capable, hard working
Bobby	—	18 years old, intelligent, just out of school, willing to work
Terry	—	young worker
Dale	—	young worker

Scene II

Narrator	—	provides commentary during sociodrama
Lou	—	store manager
Pat	—	about 50 years old, capable, hard working
Mel	—	middle aged worker
Bobby	—	18 years old, intelligent, just out of school, willing to work

SCENE I

Setting: A pair of characters, Pat and Bobby, stand together toward one side of the room. They pretend to arrange items on an imaginary stack of shelves. Another pair of characters, Terry and Dale, are similarly engaged across the room.

Narrator: Pat and Bobby are in a store arranging some sale items for a promotional display. Pat is about thirty years older than Bobby, who was hired for his job just two days ago.

Pat: We'll place these heavy glass jars along the bottom shelf.

Bobby: No, wait a minute! That stuff's more popular than the other items. It'll sell faster, so we'd better put those jars on the second-to-top shelf so customers can get at them more easily.

Pat: Put 'em way up there, and if any of them fall, they'll smash all over the place. They're glass and they're too heavy. Put 'em down near the floor.

Bobby: Look, they won't sell there, and there's a reason . . .

Pat: [interrupting]: And get these big yellow boxes off the display. They're taking up too much room. Put all the bulky items on the floor, so we've got enough room for the other stuff.

Bobby: Hold on, now! The yellow boxes are the most attractive items here. We want to get people over to this display. Put the bright items at the customer's eye level so to attract him over here.

Pat: We ought to hang the bright kids like you on this display. Maybe your winning smile will attract folks. What we want to do is sell these items when the customers get over here. If you pack the top shelf with a few big bulky items, no one's going to see what else is for sale. Put the big yellow boxes on the floor and the smaller items on the top shelf.

Bobby: Look, we learned this in marketing class—always put . . .

Pat: Well, at the University of Hard Knocks, I was educated to realize you can't sell what can't be seen.

Bobby: I'm fully aware of that. I only want to apply some of the effective selling techniques we learned at school.

Pat: Look, what's more effective than on-the-job experience? I've got twenty-three years at this kind of work, seventeen with this company. I know what I know, what I've seen, not what somebody else taught me.

Bobby: All right, this is my first full-time job, but I've had two years of part-time experience selling on a couple different jobs, and I've had two years of school courses on subjects directly related to what we're doing here. And those courses were taught by experienced teachers . . .

Pat: Experienced at what? Erasing boards? Come on, you can't compare school stuff with on-the-job experience. Experience is its own teacher. Now get the jars and boxes . . .

Bobby: Wait a minute, nobody's a boss here, and neither one of us is in charge. Let's compromise. We'll put the boxes down and move the jars up . . .

Pat: You move the jars up . . . Never mind. You set the display up here however you feel like it. I'm going to set up the other display across the store.

[Pat walks over to Terry and Dale, who are arranging another display far away from where Bobby is standing.

Pat: I'm starting to wonder what use experience is around here.

Terry: Why?

Pat: This younger kid, Bobby, seems to have all the know-how without the bother of experience. He's/she's got instant experience from school.

Dale: Giving you advice, already?

Pat: Yeah.

Terry: Any of it any good?

Pat: Hell, I don't know. Bobby's talking about things like packaging appeal and consumer decision-making. All I know is customer convenience and sales.

Dale: Bobby's teaching you things you never learned in all those years of experience, eh?

Pat: That's got nothing to do with it. What's Bobby got to teach me after a couple days on the job? You think he/she already knows what it took me years to learn?

Terry: It's possible. Bobby may know some things you never learned. Schools these days are getting into whole new approaches to all kinds of jobs.

Pat: So then what's the use of any old, experienced worker? If you can hire youths who know everything already, you don't need people who've got only experience going for them.

Dale (humorously): A good point, Pat. You may find yourself out of a job before you get a chance to retire.

END SCENE I.

DISCUSSION QUESTIONS

(following Scene I)

Note to the instructor: The following questions are only suggestions. Feel free to expand them or to include questions of your own.

Before you proceed to Scene II, discuss these points:

1. Do you think there is a job adjustment problem developing?
2. What incidents indicate a developing problem? a problem developing?
3. Who is involved in this problem?
4. Which category(ies) in the Work Entry and Job Adjustment Problem handout covers the problem in this sociodrama? (Stress proper diagnosis of the problem. Some of the more appropriate responses include getting along with other workers, prejudice, and prior work experience.)
5. Is it important that Pat and Bobby realize the early signs of this problem? Why?
6. What can Pat and Bobby do to prevent this potential problem from developing further?
7. Which character, Bobby or Pat, seems to be more aware of the developing problem?

SCENE II

Setting: Two characters, Pat and Mel, stand together at one side of the room. A single character, Bobby, is busy across the room. Another character, Lou, is in the center.

Narrator: This scene takes place about a week later.

[Lou, the store manager, walks up to Pat and Mel, another worker, as they are talking.]

Lou: Pat, I heard about your run-in with Bobby over setting up the store display, how Bobby learned a new way in school but you liked doing it the old way.

Pat: Something like that. But I'm beginning to see that Bobby wasn't just being smart-aleck about it. He/she just wanted to try out something he'd/she'd learned in school.

Lou: It worked pretty well too, it seems.

Pat: Yeah. The way Bobby set up the display attracted more customers than anything else in the store.

Lou: So you're not too bothered by the matter with Bobby?

Pat: Well, I was a little concerned about my own job security, what with younger people coming in and doing a better job.

Mel: But that's nonsense! Bobby had a good idea, but he/she still had to take your advice on where to put those big glass jars. A couple of them were smashed all over the aisle until we moved most of them to the bottom shelf and left just a few samples on the top. [Pause] I bet that's what really bothered you—you were worried about being shown up by some young kid and maybe losing your job.

Pat: Well, the guys were kidding me about that. They were talking about taking bets on how long it would be before I was replaced by a thirteen-year old.

Lou: Now, you know we're going to have to rely on your experience, no matter how many bright kids we hire. While you may not come up with so many ideas, you're more reliable. You won't make many mistakes, and those you do make won't be so disastrous as the ones some one just coming into the business makes.

Pat: That's what I came to realize. After Terry and Dale kidded me about our disagreement I thought the whole thing over. Then I knew it wasn't really the argument with Bobby that was bugging me. I was concerned that after being here so long I didn't have much to offer after all. But when I discussed this with the other guys, I realized I didn't have anything to worry about. I don't really have anything against Bobby, either.

Lou: Good! Have you talked with Bobby about this?

Pat: Not yet. I tried to talk with him/her the other morning, but he/she didn't seem to want to discuss it.

Lou: Well, I'll go over and have a talk with Bobby about it now.

[Lou walks over to where Bobby is working.]

Lou: Bobby, how're things going?

Bobby: The job's OK, but I don't feel so comfortable about working here.

Lou: Why's that, Bobby?

Bobby: Because I think there's discrimination against young people and new ideas around here.

Lou: Are you talking about the run-in you had with Pat the other day over setting up the store display?

Bobby: That's right. Pat and I just don't get along. Pat doesn't have any respect for my ideas, and I don't like his/her attitude.

Lou: Well, I don't think it's a matter of discrimination. I just talked with Pat and he/she realizes that the incident with you was a mistake that shouldn't have happened. Pat realizes the matter was more complex . . .

Bobby: The matter was very simple—we don't get along.

Lou: Maybe it was actually more complex than you think. Pat said that when he/she thought it over, he/she realized that with him/her it was related to his/her feelings about keeping up with progress and changes on the job and to his/her concern about losing his/her job to some new worker like you.

Bobby: I don't see any complex problem here at all. It's just a matter of personalities, and Pat and I don't get along. He/she may have a problem, but I don't have any.

Lou: Well, I wish you wouldn't see it that way. It's important that you two get along here and work together in your jobs.

Bobby: It's not easy working with someone three times your age, who thinks the job's got to be done the way it was done in the Middle Ages.

Lou: I wonder if I detect a note of prejudice in <u>your</u> attitude toward Pat. Maybe you have less respect for him/her because he's/she's an older worker.

Bobby: That's got nothing to do with it. He's/she's the one who has no respect for my ideas, and I just don't feel like putting up with that nonsense.

END OF SCENE II.

DISCUSSION QUESTIONS

(following Scene II)

Note to the instructor: The following questions are only suggestions. Feel free to expand them or to include questions of your own.

1. Which character, Bobby or Pat, now seems to be more aware of the problem? Why do you think so?

2. Which character is trying to prevent the problem from getting worse. Support your answer by referring to incidents in the play.

3. Is this still a potential problem, or is it fully developed?

4. Is the situation still under the control of the workers, Bobby and Pat? If so, does this mean it is a potential problem?

5. Have any negative or bad consequences occurred yet? If they have, does this mean it is a fully developed problem?

6. Can Bobby or Pat still prevent these negative consequences from occurring? If they can, does this mean it is a potential problem?

7. Which category(ies) in the Work Entry and Job Adjustment Problem (WEJAP) handout covers the problem(s) in this sociodrama? (Stress getting along with the boss and other workers, prejudice, communication, and prior work experience.)

CONCLUDING STATEMENT

The sociodrama you have just seen or acted in presented a potential problem. A potential problem is a situation in which negative consequences can occur if preventive action is not taken by the worker. A fully developed problem is a situation in which negative consequences have already occurred for the worker and can no longer be avoided.

In the sociodrama, Bobby and Pat had a disagreement. The disagreement stemmed from more than just the personality differences Bobby alluded to in Scene II. Each worker had brought to his job stereotypes of his co-workers. Pat already thought that youths, like Bobby, are usually inept workers who try to appear as if they know what they are doing. Bobby, on the other hand, considered much older workers to be set in their ways and somewhat senile. When they met, each saw his/her stereotypes confirmed. Bobby seemed to Pat to be blindly following work methods he/she had learned in school and to be unwilling to learn from a more experienced worker how those methods might not always be practical for a specific job. Bobby thought Pat was unwilling to listen to new ideas, especially from anyone much younger and considered Pat's experience more a straight-jacket than a foundation.

Bobby and Pat's problem is still only a potential problem. If this problem becomes more fully developed, it probably will produce negative consequences such as permanent hostility between the workers, with one or both possibly threatening to quit the job to avoid working with the other. These negative consequences, however, have not yet occurred, and the workers are still in control of the situation and capable of preventing them. Pat has already made some attempts in this direction. He/she has discussed the matter with his/her colleagues in order to diagnose the problem and to understand what is involved. Bobby does not yet seem to be aware of the potential problem. If he/she fails to identify it, the potential problem may soon become fully developed for him/her.

STEP I-B

CAUSES AND SYMPTOMS

	Page
Lecturette: The Parts of the Problem	39
Categories of Symptoms	42
The Parts of the Problem, Student Exercise	45
Checklist	46
The Parts of the Problem, Answers and Discussion for "Bristol"	47
Concluding Statement	49
Supplementary Resources for Step I-B	51

STEP I-B

CAUSES AND SYMPTOMS

The intent of this step will be to have students identify the causes and symptoms of job adjustment problems in a case study.

Criterion Objective II

Students will apply a five-step problem solving approach correctly for solving work entry and job adjustment problems.

Enabling Objective

At the conclusion of this unit, students will:

Distinguish between those elements of a case study that are causes or symptoms or both.

Group Size

The entire class will be broken down into smaller groups of approximately six each.

Resources

1. Lecturette—"The Parts of the Problem," for the instructor (pp. 39-41), including transparencies (No. 1, 2, and 3)
2. Student Guides for all students
3. Copies of "The Parts of the Problem—Student Exercise, Bristol" for all students (p. 45)
4. Copies of the "Checklist" for all students (p. 46)
5. Copies of "The Parts of the Problem, Answers and Discussion for Bristol" for all students (p. 47)
6. Transparency (No. 1)
7. Overhead projector

Additional Resources

1. Instructor's Key for "Case Study No. 1: Bruce" including transparency (No. 2) for the instructor

2. Instructor's Key for "Case Study No. 2: Holly" including transparency (No. 3) for the instructor

Evaluation

The instructor will have students complete the Bristol (Bruce, Holly) exercise. The students will then exchange papers for checking. The instructor will read answers aloud using the Instructor's Key, allowing for discussion if students have questions. The instructor will then pick up student exercises for evaluation (seven minutes). Sufficient achievement of the enabling objective is indicated when at least 75 percent of the class identify at least one cause, one symptom, and one element which is both a cause and a symptom of a job adjustment problem.

Further instructions are given below in the Methods section (not applicable for supplementary resources).

Methods

Approximate time required - forty minutes

1. The instructor will read the lecturette, "The Parts of the Problem," while students follow along in their Student Guides (p. 39). Students will be given time to form small groups, read through the "Categories of Symptoms" (p. 42-43 of the Student Guide) and discuss if necessary (twenty minutes).

2. The instructor will hand out "The Parts of the Problem," "Student Exercise," and the "Checklist," and allow students to complete the exercise (ten minutes).

NOTE: If student progress is to be evaluated, the instructor will now turn back to the Evaluation above for the appropriate methods to replace No. 3 of this section.

3. The instructor will then hand out "The Parts of the Problem, Answers and Discussion for Bristol." The answers should be read aloud by the instructor who will use the appropriate Transparency (No. 1), allowing for discussion if the students have questions (seven minutes).

4. The instructor will read the concluding statement on p. 49 unless the Alternate Resources are used, in which case the statement will be read at the conclusion of the appendicized resources (two minutes).

NOTE: In the event that you feel a need to extend the time spent on this step, we have included supplementary resources for your use at any time you deem it necessary to augment the unit core. These resources may be found in an appendix at the conclusion of this step.

THE PARTS OF THE PROBLEM

LECTURETTE

Note to the instructor: This lecturette may be presented as is or further developed as you see fit.

We have talked about the importance and value of diagnosing job-related problems and we have explored the many and varied types of job adjustment and work entry problems which can develop when you leave school and begin working. At this time, we will begin to delve more deeply into these problems. There are two factors which, combined, produce job adjustment problems: causes and symptoms. A cause is defined as something that produces an effect. A symptom is defined as a sign that indicates the existence of a problematic situation.

For example, if you go to a doctor when you are very sick, you usually tell him/her what symptoms or signs of sickness you have, such as fever, nausea, headache, and so forth. From this information, as well as from tests and his/her medical experience, the doctor will make a diagnosis as to what may be the causes which have produced the effect of sickness.

In order to determine whether something is a symptom, ask yourself the question "Does the worker show signs of a problem, and is this one of the signs?" If you can answer "yes" to this question, you have identified a symptom. In order to determine whether something is a cause, try asking yourself this question "Did this produce an effect?" If you can answer "yes" to this question, you have identified a cause. In the example of Pat and Bobby in

the previous exercise, Pat was able to correctly define the causes and symptoms, diagnose the problem, and solve it while Bobby failed even to recognize the causes and symptoms of the problem.

In the group exercises which follow, keep in mind that you must answer the questions based only on the information contained in the examples and assume that these are the only elements of information involved in the problem. This doesn't happen in real-life situations but our intent is to familiarize you with the general process so you can deal with any problems that come along. AVOID READING ANY ADDITIONAL INFORMATION OR ELEMENTS INTO THE PROBLEM.

Symptoms will not always be connected with causes, but usually there is a connection based on the information given in the story.

Just as problems fit together into different categories, so do causes and symptoms. The categories of causes are the same as the Work Entry and Job Adjustment Problems (WEJAP) categories in the Introduction. Let's now take some time to look at the categories of symptoms and some examples of each.

In real-life situations, four things can happen: (1) some parts of the problem can be both symptoms and causes at the same time, and we will label these "both"; (2) there can be causes not connected to each other which produce the same symptom(s); (3) there can be more than one symptom produced by the same cause; and (4) there can be irrelevant information which is neither cause nor symptom and has nothing to do with the problem. If there are multiple causes or multiple symptoms (in our examples), don't let that bother you—that's usually the case in real life; if something is both cause and symptom, it simply becomes a link in the chain of causes and symptoms. Finally, use the two questions on causes and symptoms to help you sort it all out.

We have worked through one basic example on pages 45-47 with you; now we would like to have you try one on your own, with the help of the other members of your group. Good luck!

CATEGORIES OF SYMPTOMS

DEFINITION: A symptom is the sign produced by a job adjustment problem.

1. SOMATIC SYMPTOMS (THESE ARE PHYSICAL SYMPTOMS RELATING TO OR AFFECTING THE BODY) - Examples:

   a. headaches

   b. stomach cramps and nausea

   c. bodily tension

   d. backaches

2. PSYCHOLOGICAL SYMPTOMS (THESE ARE EMOTIONAL SYMPTOMS AFFECTING THE INDIVIDUAL WORKER) - Examples:

   a. anxiety

   b. anger

   c. fear

   d. lack of trust

3. PERFORMANCE SYMPTOMS (THESE ARE SYMPTOMS RELATING TO A WORKER'S ABILITY TO CARRY OUT OR ACCOMPLISH WORK) - Examples:

   a. disorganization

   b. carelessness

   c. sloppiness

   d. absenteeism

   e. inability to meet deadlines

   f. tardiness

4. SELF-CONCEPT SYMPTOMS (THESE ARE SYMPTOMS RELATING TO A WORKER'S VIEW OR DESCRIPTION OF HIMSELF) - Examples:

   a. fear of failure

   b. lack of confidence

   c. feeling of inadequacy

5. ON-THE-JOB PERSONAL RELATIONSHIP SYMPTOMS (THESE ARE SYMPTOMS RELATING TO A WORKER'S ABILITY TO GET ALONG WITH CO-WORKERS) - Examples:

   a. short temper

   b. tendency to start arguments

   c. unfriendly attitude

   d. ignoring instructions

   e. failure to communicate

   f. lack of cooperation

6. OFF-THE-JOB PERSONAL RELATIONSHIP SYMPTOMS (THESE ARE SYMPTOMS RELATING TO A WORKER'S ABILITY TO GET ALONG WITH PERSONS OUTSIDE OF WORK, e.g., WIFE, MOTHER, etc.) - Examples:

   a. short temper

   b. lack of time for social activities

   c. lack of time to spend with one's children

THE PARTS OF THE PROBLEM

In the case study which follows, there are parts or elements in the overall problem which can be identified as causes, symptoms, or both. You are to figure out what each part is by using the checklist, page 46. Put your answers, using the code shown on the checklist, in the space provided below the case study. Read the entire story first and then go back to each part to try to answer the questions. While on your own job, you must solve your own problems; one of the first steps is to recognize symptoms and find out what is causing them. A symptom, however, is not a job adjustment problem in itself; it should only alert you to the existence of a possible problem.

The first part or element has been identified for you. Try the others using your checklist.

There are more spaces given you in all of these exercises than you will need. Be sure to put your name on the exercise. Good luck!

STUDENT EXERCISE

BRISTOL

Bristol got to her job about thirty minutes late this morning. In addition, she took a coffee break that lasted ten minutes longer than usual. Realizing how far behind she was in her duties, she began to feel the pressure and, as a result, developed a headache.

Element	Cause, Symptom, or Both (C, S, or B)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CHECKLIST

1. "Do you know whether this produced an effect?" - If "Yes," then it is a cause.

2. "Does the worker show signs of a problem, and is this one of the signs?" - If "Yes," then it is a symptom.

3. If both questions can be answered "Yes," then it is labeled both.

On the case studies, label each element as follows:

C = Cause

S = Symptom

B = Both

THE PARTS OF THE PROBLEM

ANSWERS AND DISCUSSION FOR BRISTOL

The elements in this work adjustment problem:		C, S, or B
1.	Being thirty minutes late to work	C
2.	Taking a coffee break that lasted ten minutes longer than usual	C
3.	Realizing how far behind she was in her duties	B
4.	Feeling the pressure	B
5.	Developing a headache	S

Numbers 1 and 2 are causes of Bristol's problem since they answer the question, "Did this produce an effect?" The effect produced or symptom (sign) of the problem is number 5 since it answers the question "Does the worker show signs of the problem and is this one of the signs?" Numbers 3 and 4 are both since they answer both questions and represent both causes and symptoms.

CONCLUDING STATEMENT

Note to the instructor: This statement may be presented as is, or it may expanded or further developed as you see fit.

In this part of diagnosing the problem, you have been exposed to causes and symptoms. Frequently, people will attempt to solve their problems in a very casual manner without first laying out the essential groundwork. One part of this foundation involves looking at a chain of events called causes and symptoms which may lead to a work entry or job adjustment problem.

In trying to diagnose a problem, you will probably first notice some symptoms such as excessive fatigue, careless work, anger, or even a minor headache. If you try to treat just the symptoms you will accomplish no more than the doctor who tries to treat just the symptoms of a patient with an incurable disease: the symptoms may be relieved but the cause(s) remains and the problem gets worse. The symptoms of a problem should act like a red light to alert you to the existence of a problem. Then, by carefully asking "Why," you should be able to trace the chain back to a place where you can effectively operate on it.

NOTE: If the supplementary resources have been used, please continue reading the following information.

Review, for a moment, the story of Bristol, who got behind in her duties because of her lateness. This would clearly indicate a problem in attitudes and values as well as work habits. With Bruce, the problem involved peer and supervisory adjustment, new roles, career planning, and self-image. Holly's basic problem revolved around automation and changing technology.

In all of these exercises try to remain aware of the categories the problems fall into, and you will be able to deal with them more effectively on your own future jobs.

SUPPLEMENTARY RESOURCES FOR STEP I-B

	Page
Methods Sheet for Alternate Exercises	54
Case Study No. 1: Bruce	55
Instructor's Key Case Study No. 1: Bruce	57
Case Study No. 2: Holly	59
Instructor's Key Case Study No. 2: Holly	61

METHODS SHEET FOR SUPPLEMENTARY EXERCISES

Case Study No. 1: Bruce

Approximate time required - forty minutes

1. Students will form into groups of approximately six each. The instructor will ask students to read "Case Study No. 1: Bruce," (p. 55 of the Student Guide) and allow students time to complete the exercise. Remind students that the "Checklist," (p. 46) and "Categories of Symptoms" (pp. 42 and 43 of the Student Guide) will be helpful for reference during the exercise (twenty minutes).

   NOTE: If student progress is to be evaluated, the instructor will now turn back to the Evaluation section for the appropriate methods to replace No. 2 of this section.

2. When students have comp'eted the "Case Study No. 1: Bruce," discuss the answers using the Teacher's Key (p. 57), "Case Study No. l: Bruce" and accompanying transparency (No. 5) - (twenty minutes).

Case Study No. 2: Holly

Approximate time required - forty minutes

1. Students will form into groups of approximately six each. The instructor will ask students to read "Case Study No. 2: Holly," (p. 59 of the Student Guide) and allow students time to complete the exercise. Remind students that the "Checklist," (p. 46) and "Categories of Symptoms" (pp. 42 and 43 of the Student Guide) will be helpful for reference during the exercise (twenty minutes).

   NOTE: If student progress is to be evaluated, the instructor should now turn back to the Evaluation section for the appropriate methods to replace No. 2 of this section.

2. When students have completed the "Case Study No. 2: Holly," discuss the answers using the Instructor's Key, "Case Study No. 2: Holly" and accompanying transparency (No. 6) - (twenty minutes).

CASE STUDY NO. 1: BRUCE

Using the Checklist for reference, decide what part of the problem each element in the following case study represents. Use the code provided on the Checklist when recording your answers. Be sure to read through the entire case study before trying to answer. Also, use the questions on the Checklist as guides in determining your answers. Avoid reading additional elements into the case study.

Bruce has a problem. What it is, he isn't sure. For about six months since graduating from high school, he has been working as a clerk in the American Manufacturing Company. Last Monday morning his boss came in to tell Bruce he was promoting him to senior-clerk status which, Bruce knew, involved additional responsibilities. In considering these additional responsibilities he began to feel uncomfortable and made a number of errors on his records. While driving home that evening, he began to think about what his boss had told him that morning and became upset. He drove through a red light and, as a result, narrowly avoided an accident.

Element	C, S, or B
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

INSTRUCTOR'S KEY

CASE STUDY NO. 1: BRUCE

(to be used with transparency)

Note to the instructor: Please stress the following information: All of the so-called answers are nothing more than interpretations of the case studies. There is no one "correct" set of answers. The students' outlook on the problem situation is the most important thing. As long as they are able to trace a chain of causes and symptoms in any job adjustment problem they may encounter, they will have taken one of the first steps toward solving that problem. If students have questions about the answers, you may want to discuss them.

Element		C, S, or B
1.	Receiving promotion to senior-clerk status	C
2.	Receiving additional responsibilities	B
3.	Considering the additional responsibilities	B
4.	Beginning to feel uncomfortable	B
5.	Making a number of errors	S
6.	Thinking about what his boss told him	B
7.	Becoming upset	B
8.	Driving through a red light	B
9.	Narrowly avoiding an accident	S

1. Receiving promotion to senior-clerk status

For Bruce, this is part of the overall problem. It is not a symptom of anything since the story does not indicate what might have caused the boss to consider a promotion. The facts mentioned earlier in the story are irrelevant since we are not told, for example, what working for six months or being a high school graduate has to do with his problem. You might infer that these or other elements affect the problem in some way, but this is not the same as just analyzing the facts given you in the story.

2. Receiving additional responsibilities

This is tricky! We know that the promotion involves additional responsibilities but this may be nothing more than a simple fact and, therefore, irrelevant in the chain of causes and symptoms. On the other hand, we do know that it most probably caused Bruce's consideration of the responsibilities and may wish to be the result of the talk the boss had with Bruce.

3. Considering the additional responsibilities

This element is a symptom caused by the additional responsibilities which, in turn, caused Bruce to feel uncomfortable.

4. Beginning to feel uncomfortable

This definitely appears to be a symptom of the previous element and a cause of the errors.

5. Making a number of errors

As stated in the story, this is a result of feeling uncomfortable.

6. Thinking about what his boss told him

This was most probably prompted by his boss telling him about his possible promotion. This, in turn, led him to become upset.

7. Becoming upset

This is the result of thinking about what his boss said, and probably caused him to drive through a red light.

8. Driving through a red light

Here is a sign of at least one ca[illegible] see 6 and 7 above) which led him to narrowly avoid an accident. Note that this is an obvious example of how an on the job problem can affect the worker in an off the job situation.

9. Narrowly avoiding an accident

This, also, is a sign of the overall problem.

CASE STUDY NO. 2: HOLLY

Using the Checklist for reference, decide what part of the problem each element in the case study below represents. Use the code provided on the Checklist when recording your answers. Be sure to read through the entire case study before trying to answer. Avoid reading additional elements into the case study.

Holly is very good at operating the keypunch machine and enjoys her work. When the company she works for switched to the latest model, she became confused. Contributing to the problem at the same time was a move to a larger office. Because of her confusion and the noise of the machines, she made many mistakes which, in turn, produced a headache.

Element	C, S, or B
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

INSTRUCTOR'S KEY

CASE STUDY NO. 2: HOLLY

(to be used with transparency)

Note to the instructor: It should be stressed that all of the so-called answers are nothing more than interpretations of the case studies. There is no one "correct" set of answers. The student's outlook on the problem situation is the most important thing. As long as they are able to trace a chain of causes and symptoms in any job adjustment problem they might encounter, they will have taken one of the first steps toward solving that problem. If students have questions about the answers provided, you may want to discuss them.

Element		C, S, or B
1.	Switching to the latest model	C
2.	Moving to a larger office	C
3.	Becoming confused	B
4.	Noise of the machines	C
5.	Making many mistakes	B
6.	Headache	S

1. Switching to the latest model

This is the initial cause of Holly's problem since it produced the effect of her confusion.

2. Moving to a larger office

This is also related to her confusion.

3. Becoming confused

This is a sign of the problem (performance or psychological symptom) as well as a cause of her making mistakes.

4. Noise of the machines

This is an added cause contributing to Holly making mistakes.

5. Making many mistakes

This is a performance symptom as well as a cause of Holly's headache.

6. Headache

This is a somatic symptom of the overall problem.

62

STEP I-C

INFORMATION SOURCES FOR PROBLEM IDENTIFICATION

	Page
Lecturette No. 1	68
Discussion Questions (before role-playing)	70
Role-Playing Situation and Identification Cards (6 in all)	71
Discussion Questions (after role-playing)	79
Statement (before brainstorming)	79
Lecturette No. 2	81
Lecturette No. 3	82
Case Study: Mary Martin	84
Information Sources Rating Scale (transparency)	85
Information Sources Rating Scale Instructor's Key	87
Concluding Statement	88
Outline (Step I-C of the Five-Step Problem Solving Approach)	89
Supplementary Resources for Step I	91
Methods Sheet for Supplementary Exercise	93

STEP I-C

INFORMATION SOURCES FOR PROBLEM IDENTIFICATION

The intent of this step is to acquaint the students with the importance and types of information sources that can be used in diagnosing a job adjustment problem. The students will also be exposed to a procedure for evaluating the potential benefits of each information source.

Criterion Objective II

Students will correctly apply each step of the five-step problem solving approach for solving work entry and job adjustment problems.

Enabling Objective

At the conclusion of this unit, students will:

1. List the two general sources of information for work entry and job adjustment problem identification.

2. Categorize at least two sources of information from a given case study in terms of rating the accessibility and value of the source for problem identification.

Group Size

The group size will vary with the different exercises. See the Methods section for specific group size.

Resources

1. Lecturette No. 1 (pp. 68-69)
2. Discussion Questions (before role-playing, p. 70)
3. Copy of Role-Playing Situation (p. 71)
4. Student Guides for all students
5. One set of Role-Playing Identification Cards for each group (pp. 73-78)
6. Discussion Questions (after role playing, p. 79)
7. Lecturette No. 2 (pp. 81-82)

8. Statement (before brainstorming, p. 79)

9. Information Sources Rating Scale (transparency)

10. Grease pencils and cheesecloth for erasing

11. Chalkboard and chalk or newsprint and marking pen

12. Lecturette No. 3 (pp. 82-83)

13. Copy of Case Study: Mary Martin (p. 84)

14. Copies of Information Sources Rating Scale for all students (pp. 85-86)

15. Concluding Statement (p. 88)

16. Outline (step I-C of the Five-Step Problem Solving Approach, p. 89)

Evaluation

For purposes of evaluation of this step the instructor may collect the "Information Sources Rating Scale" from each student after completion of step No. 10 of the Methods section (the rating of choices of information sources for the Mary Martin case study). The instructor should collect the individual rating scales before the students discuss their choices with the other group members to reach the group consensus. The instructor may also collect the group consensus, additional rating scales from the group reporters for any overall group comparisons. Although no "correct" answers are provided, there are some sources more nearly correct than others. It will be up to the discretion of the instructor to decide which of the student's rating of information sources are most appropriate.

Additional evaluative information may be obtained from the review of the student's use of "Information Sources" in their problem diagnosis (Step I) section of their own mini-case study writing exercise. Note: This particular evaluation will only be possible if the Supplementary Exercises are used.

Methods

Phase I: Approximate time required - forty minutes

1. The instructor will present Lecturette No. 1 explaining the importance of information in diagnosing a problem (five minutes).

2. The instructor will lead a discussion using discussion questions (before role-playing) on the importance of information (five minutes).

3. The students will move their chairs or desks into groups of six, while the instructor hands out one set of the Role-Playing Identification Cards (six cards in each set) to each group. In the groups, each student will receive a

Role-Playing Identification Card which is to be folded in half with the character's name facing the group. The students will refer to their Student Guides (p. 71) for the role-playing situation. Allow students a minute or two to read the description of their character which is printed on the reverse of the Identification Card (the instructor should emphasize that the students are not to show or in any way relate the information on their cards to the other group members except as it becomes known in the exercise).

4. The instructor will lead a discussion using the discussion questions (after role-playing) - (five minutes).

5. The instructor will read the statement (before brainstorming) explaining the brainstorming exercise. The instructor will then lead the brainstorming exercise to encourage discussion to elicit examples of information sources, which could be used both by Kim (in the role-playing situation) and in general, to help with problem diagnosis or identification. These sources should be recorded on either the chalkboard or newsprint and retained for later us (fifteen minutes).

NOTE: The instructor must decide to stop or continue with the brainstorming exercise as he/she sees fit, based on the time remaining or student interest.

Phase II: Approximate time required - forty-five minutes

6. The instructor will present Lecturette No. 2 explaining how information sources are to be evaluated for their worth in identifying problems (five minutes).

7. The instructor will have students select about five of the information sources from the list generated in No. 5 above that they feel are the other sources Kim could have used to help identify the problem. The instructor or a student should use a grease pencil to record these five sources on the Information Sources Rating Scale (transparency) in the column, entitled "Source of Information." Using the definitions provided in Lecturette No. 2, the instructor will lead students in a discussion of ratings in terms of accessibility and value for each of the five sources. The rating decided upon for each should be recorded on the Information Sources Rating Scale (transparency). When the ratings are determined, students should then rank the best and second best source. The top two ranked sources will be recorded (No. 1 and No. 2) - (fifteen minutes).

8. Following the ratings, the instructor will present Lecturette No. 3 explaining individual considerations in selection of information sources (five minutes).

9. The students in each group should pick a person to serve as reporter for the group.

10. The instructor will hand out copies of the Information Sources Rating Scale to each student. An additional copy of the Rating Scale should be given to the reporters of each group. The instructor will then explain that students are to read the case study (refer to Student Guide p. 84) and rate their choices of information sources for Mary Martin. When all students in the group are finished, the group members are to discuss their choices, with the reporter recording the group's decisions on the additional Rating Scale (fifteen minutes). If they wish, although it is not required, students may rank order all of their sources of information.

11. The instructor will read the concluding statement on p. 88 unless the Supplementary Resources are used in which case the statement will be read at the conclusion of the appendicized resources (two minutes).

NOTE: If time permits, the instructor may ask the reporter for each group to report to the entire class the group's top two sources and the reasons for selecting them. The instructor will then lead a discussion of the sources in an attempt to reach an entire class consensus.

LECTURETTE NO. 1

Note to the instructor: This lecturette may be presented as is or it may be expanded or further developed as you see fit.

Now that you have had some exposure to the relationship of causes and symptoms in a problem, there may be times when you feel that you yourself may have a problem, or at least the symptoms of what could be a problem. Sometimes you are not really sure whether there is a real problem, or that it is your problem.

For example, you are working in a machine shop and you have just been moved to a new machine. You get started and everything is going well, but you notice that the machine makes a weird noise after every ten or twelve operations. This is a symptom of what could be a problem. You don't know whether it (the noise) occurs because of something you are doing wrong (which means it is your problem) or whether it is the way the machine is supposed to work (which means it's not a real problem). In a situation like this, what one needs is additional information to help him/her better understand the situation and the symptoms that he/she is experiencing.

Information is one of the important elements needed in problem identification. Information sources can be separated into two categories: (1) people, and (2) places. There may be times when it will be necessary for you to seek information to further identify the problem from each of these sources (people, places).

In any given instance of trying to identify a problem you may find that one source can give you only a partial amount of information and that by going to other sources (people, places) you may be able to piece the problem together. This will depend upon the magnitude (size) of the problem, and your ability in seeking different sources of information to identify it.

The following role-playing demonstration involving Kim and the Boss is to be thought of as one of those situations where information is needed for further problem identification. There are many problems, or what may look like problems, that are not so simple as the role-playing example, but the same approaches can be followed in about all cases.

Make sure, in assigning student roles, that the individual assigned to play Kim is an extrovert and that the other actors fit their respective roles in personality.

NOTE: This role-playing demonstration will show only that information is important in problem identification. It is not designed to show how information contributes to problem solution. This fact should be emphasized to the class.

69

DISCUSSION QUESTIONS

(before role-playing)

Note to the instructor: The following questions are only suggestions: Feel free to expand or include questions of your own.

1. Describe any situation(s) in which you were unsure as to whether or not you had a problem, or that it was your problem.

NOTE: The instructor may use the following situation as an example for further discussion.

You may walk into the office one morning and notice that when you greet one co-worker, your greeting is not returned; when you speak to another colleague, he mumbles something you don't understand, but you feel it was an unfriendly remark; and when you discuss your work with your supervisor, he doesn't seem enthusiastic about it and gives you only neutral comments.

2. Are these perceptions all related, and do you have a problem or are they just scattered occurrences, which you have misinterpreted?

3. Into what distinct resource categories can you put information?

   Examples

   People: Shop steward, supervisor, counselor, colleagues

   Places: Organizations, agencies, manuals, files, personnel offices

4. Describe a problem situation for which you don't need any information.

5. Is it sometimes better to remain ignorant of the facts and/or the opinions of others than to have this information concerning a problem? Why?

We are now going to do a role-playing exercise. What we mean is that you will all assume the parts of fictional characters. You will play the roles of these characters. You will receive a description of your character and you must act in accordance with that description. Remember you are free to say anything as long as it follows your character's role.

ROLE-PLAYING SITUATION

Kim is a young draftsperson at Builders' Associates. Kim's boss has been standing around the desk a lot lately and watching him/her. Kim feels that it is strange since the boss has never behaved like this before. As a result, Kim is very nervous in his/her work and realizes that his/her nervousness might represent a symptom of a job problem. Kim needs to know whether there is some cause for the boss' behavior in order to determine whether he/she actually has a job problem or has merely misinterpreted the boss' behavior.

In order to clarify this situation, Kim could talk to the boss or perhaps his/her co-workers. The boss, however, is out of the office for the rest of the day, and Kim is so worried that even working becomes difficult until he/she knows why the boss is acting this way.

The following sources of information are now available to Kim:

Allan — a young draftsman

Linda — a draftswoman

Bob — a senior draftsman

Cindy — the boss' secretary

Jean — a person who works in the company personnel office

Note to the instructor: The situation will require Kim to get a bit of important information from selected members of the group. The group will not be able to give him/her all the information needed to answer his/her questions, but it will show how many different sources he/she can choose from and what help they can give.

KIM

(fold on dotted line)

KIM

WHO YOU ARE: You are a young draftsperson in the drafting department of Builders' Associates. Your boss has been coming over to your desk and standing over you lately. He/she doesn't say anything but just seems to be watching you. This behavior is making you very nervous.

YOUR PART: You may describe the situation and ask any one or all of the persons in your group for opinions on the boss' behavior. You are looking for information in order to determine whether there is a problem and, if so, what it is.

HOW TO DO IT: Since you need the co-workers' information to help you determine the boss' behavior, it will be up to you whom you will contact and how many times you go to each person for help. You may stop if and when you feel you have determined the reasons for the boss' behavior.

Some questions you might ask

1. Can you tell me what the boss is really like?
2. Should I go ask him/her if there is anything wrong?
3. Should I try to forget it?
4. Has this ever happened to you?

BOB

(fold on dotted line)

BOB

WHO YOU ARE: You are a senior draftsman in the drafting department of Builders' Associates. You have worked there twenty years. You like Kim and want her/him to be a very successful draftsperson.

YOUR PART: You know that when the boss is upset with someone he stands around and watches that person. You can tell Kim about this, but you don't know why the boss is upset with him/her.

HOW TO DO IT: You like Kim and want to help. You also want the group to work together so you may help Kim get information from the other members of the group by asking questions that you think will help.

LINDA

(fold on dotted line)

LINDA

WHO YOU ARE: You are a young draftswoman in the drafting department of Builders' Associates. You started working the same day Kim did. You really don't like Kim very much.

YOUR PART: You will tell Kim that the boss has told you several people have been coming in late, leaving early, and taking extra time at breaks and lunch. The boss seemed pretty upset about this, but he didn't say who the people were.

HOW TO DO IT: You can act your part out any way you wish. Remember, you don't like Kim and want him/her to know it. For example, you may pick on him/her, laugh at his/her story, or just talk about something else. You must give Kim the information about what the boss told you if he/she asks you.

CINDY

(fold on the dotted line)

CINDY

WHO YOU ARE: You are the secretary to the boss of the drafting department. The boss tells you generally what's on his mind. You like Kim and want to help.

YOUR PART: You will tell Kim that you think the boss is unhappy with him/her, but you don't know why. The boss had you pull Kim's personnel folder last week and put it on his desk.

HOW TO DO IT: You may act this out any way you wish. For example, you may tell Kim how you feel about the boss' likes and dislikes. Explain how he acts in different situation. You may ask Kim questions, or help him/her ask the others questions; however, the information you give him/her about his/her problem must be limited to the information above.

ALLAN

(fold on dotted line)

ALLAN

WHO YOU ARE: You are a draftsman in the drafting department of Builders' Associates. You are working in the same department and under the same boss as Kim. You are the type of person who likes to keep up on all the office gossip.

YOUR PART: You will tell Kim that you overheard someone say that his/her production has been down lately. You will also try to keep the other members of the group involved in related chatter while Kim is trying to get information.

HOW TO DO IT: You may act your part out in any way you wish. You can ask Kim questions or talk to him/her about other things but, the information you give him/her about the problems must be limited to the information above.

JEAN

(fold on dotted line)

JEAN

WHO YOU ARE: You are working in the personnel office of Builders' Associates, and you handle all the business concerning the drafting department.

YOUR PART: You know that Kim's boss has been in your office inquiring about Kim's past performance records, but you don't know why.

HOW TO DO IT: You are the type of person who doesn't really care too much about other people's problems. You will tell Kim about the boss coming around and asking questions, but other than that you have problems of your own that you want to talk about and do talk about.

DISCUSSION QUESTIONS

(after role-playing)

Note to the instructor: The following questions are only suggestions. Feel free to expand or include questions of your own.

1. Does Kim really have a problem? Why?
2. Do you feel you have identified the problem? Why?
3. What could have happened if Kim had stopped after the first bit of information was received?
4. Are you satisfied or dissatisfied with the information you obtained? Why?
5. Which job adjustment problem categories do you think Kim's problem falls under: (Appropriate categories: Getting along with the boss, communication)?

STATEMENT

(before brainstorming)

Now that we have identified and evaluated Kim's problem, let us now try to brainstorm what some of the other possible sources are which one could use for problem identification, and also see whether any of these would help Kim in further identifying the problem with the boss. There should be no criticism or evaluation of ideas no matter how wild or far out they may seem. The most important thing we are looking for is quantity. Remember, there are two categories of sources of information: (1) people, such as co-workers, and (2) places or things, such as a personnel office or company procedural manual.

LECTURETTE NO. 2

Note to the instructor: This lecturette may be presented as is or it may be expanded or further developed as you see fit.

Since we have a list of possible sources Kim can use for problem identification, let us now look at each one in terms of its worth for identifying his/her problem. In other words, what one source can do that the others cannot.

When we are looking at a particular source (be it a person or a place), we can evaluate it from two standpoints: accessibility and value.

(1) Accessibility: For example, you have a problem that needs to be identified and you know that your old school instructor would know the answer, but he is out of town for the rest of the week and you need to have the problem identified in the next day or so. Obviously, this is a good source, but not accessible for your needs.

There are physical and attitudinal aspects of accessibility. We are familiar with the condition that someone is not physically accessible: the boss is out of town, his secretary is out to lunch, the boss' assistant is in conference, and where are you? You are in a jam, holding the bag, because you need information now and cannot get it.

But what about attitudinal accessibility? You may know whom to ask and what to ask that person, but you do not do it because you feel uncomfortable about approaching him/her. You are are afraid to ask the boss, you do not want to start anything with one of your colleagues, or give the group something to gossip about. You may not ask a colleague for help because that person is from a different social group, and you do not think that he or she can understand your problems. You may not go to the union representative because you do not want to get involved with controversial matter. You may avoid asking the boss' secretary about the boss' policies because you do not want to seem sneaky. Thus, some sources of information may be physically accessible, but they may seem psychologically inaccessible because of your own attitude regarding those sources.

(2) Value: How valuable is the information that we can get from a particular source? A co-worker may have some information for your problem, but the boss may be able to give you more valuable information about it if he is closer to the problem. We should try to go to the best source that can give us the most valuable information. The value of the information is determined by its accuracy and utility. We need information that is accurate because false information may lead us astray and confuse the problem rather than clarify it. Information must also be useful for our purposes. It will be of no use to find out that your job is in jeopardy unless you also find out why. Thus, the value of the source depends on how correct and useful the information is.

Let us look back at the case of Kim and his/her problem with the boss. We have listed several additional sources which Kim could consider other than the co-workers from whom he/she gathered information during the role-playing exercise. Now, we must evaluate the worth of each of these sources in terms of value and accessibility in order to determine which ones would be the best sources for Kim to use in diagnosing his/her problem. For this evaluation, we will use an Information Sources Rating Scale (show transparency).

LECTURETTE NO. 3

Note to the instructor: This lecturette may be presented as is or it may be expanded or further developed as you see fit.

Now that we have identified some information sources for problem identification, we see that it is not only important to have information, but it is also important to know that different sources can do different things for different people, and different sources can have different values for different people. For example, look at the situation of Kim and the boss.

In order to help Kim understand the boss' behavior, the best source of information would be the boss. If Kim could have talked to the boss, the information that he/she received would have had a different value than the opinions received from the co-workers. For example, Kim could have stopped gathering information after talking with the boss and probably would have had a better understanding of all the different elements involved in the problem. Also he/she would not have had to consider whether the information received was valid or not.

Other considerations one should consider or possible reasons for selecting information sources follow:

1. Attitude: Both yours and that of the information source. You may not like your co-worker or he/she may not like or get along with you, and this attitude could affect the information given, or the way it is received.
2. Peer Pressure: You may not want to get information from one of the older co-workers or bosses because of what your friends may say.
3. The Ability to Communicate with Someone: Thinking that you are not educated enough, you are unwilling to talk to the "big man."
4. Rejection: You are afraid to ask questions for fear of being rejected.
5. Perception of Roles (how you see it): You don't want to ask the stock boy any questions because you do not think he is high enough in the chain of command and, therefore, you do not believe he knows what he is talking about.
6. Trust and Politics: You are uncertain who will tell you the truth and who will gain from giving you certain information.

CASE STUDY: MARY MARTIN

Mary is a new employee who has recently graduated from high school and this is her first job. Mary has been working with this company for about a month and a half and has recently heard rumors about a possible layoff. Mary has been talking to a number of her co-workers and has heard the old rumor about "last hired, first fired" and this has disturbed her a great deal. She has also read in the newspaper that a number of similar companies have been laying off a number of their workers. She is worried about all of this because she is planning to buy a new car and some other expensive items. Obviously, she is somewhat concerned and upset because of the rumors and the possibility of being laid off.

Recently she had a discussion with her floor supervisor but nothing concrete was revealed. The following weekend she overheard her next-door neighbor, who works in a different department of the same company, discussing with her husband the possibility of her being laid off. At any rate, Mary went ahead and decided to look at a new car. While she was talking to the salesperson, she happened to mention the possibility of being laid off. The salesperson told her not to worry about these kinds of rumors because you hear them all the time.

Next Monday, Mary went to her company's credit union to apply for a loan to buy her new car. When she explained her concern with the possibility of a layoff to the secretary, the secretary suggested that Mary go to Ed Armstrong in the personnel office. By now, Mary had considered going to the district manager's office located downtown, but due to her working hours, she could not get downtown before the main office closed.

Obviously Mary is quite preoccupied with her concerns and needs some help. Putting yourself in Mary's place, what would you do?

INFORMATION SOURCES RATING SCALE

Using the case study of Mary Martin for reference, evaluate the following sources of information in terms of their accessibility and value for Mary's problem.

Definitions

1. Accessibility: Is this source easily accessible for immediate problem identification? (e.g., easy to get to or reach).

2. Value of Source: Is this source able to provide you with information for problem identification even if it is not accessible; value means worth.

Ranking

After rating each source, please write the number "1" next to your choice of the best source of information and "2" next to your second best choice.

YOU ARE TO TAKE ALL VARIABLES (ACCESSIBILITY; VALUE) INTO ACCOUNT WHEN DETERMINING RANKING.

INFORMATION SOURCES RATING SCALE (ISRS)

Source of Information	Accessibility (yes)	(no)	Value of Source (please check one) Very Useful	Average Usefulness	Least Useful	Ranking (top 2)
Co-worker						
Supervisor						
Newspaper						
Neighbors						
Salesperson						
Secretary						
Ed Armstrong						
District Manager's Office						
Others (not in story)						
Safety Manual						
Employment Office						
Dancing Instructor						
Union Representative						

INFORMATION SOURCES RATING SCALE (ISRS)

Instructor's Key (suggested answers)

Source of Information	Accessibility (yes)	Accessibility (no)	Value of Source (please check one) Very Useful	Average Usefulness	Least Useful	Ranking (top 2)
Co-worker	√			√		2 (suggested)
Supervisor	√			√		2 (suggested)
Newspaper	√				√	
Neighbors	√				√	
Salesperson	√				√	
Secretary	√				√	
Ed Armstrong	√		√			1
District Manager's Office		√	√			
Others (not in story)						
Safety Manual		√				
Employment Office		√				
Dancing Instructor		√			√	
Union Representative		√				

CONCLUDING STATEMENT

Note to the instructor: This statement may be presented as is or it may be expanded or further developed as you see fit.

Now that we have completed all of the exercises on information sources for problem identification, we see that for any given problem there is a need to seek information. The important thing to remember is that you should always try to stop and ask yourself when you have a problem: (1) Have I identified the problem; (2) Do I need some more information; and (3) Have I evaluated the information and the sources from which the information was obtained?

OUTLINE

(Step I of the Five-Step Problem Solving Approach)

Steps:

1. DIAGNOSING THE PROBLEM
2. Generating Solutions
3. Evaluating Solutions
4. Choosing Solutions
5. Testing the Solution

We have now worked through all the important parts (sub-steps) of DIAGNOSING THE PROBLEM. The parts of sub-parts included —

Part (A): to generate a list and describe some problems commonly known as job adjustment problems encountered in the transition from school to work;

Part (B): to detect situation or events that show job adjustment problems developing or developed, to assure proper problem diagnosis;

Part (C): to identify the causes and symptoms of a job adjustment problem to assure proper problem diagnosis; and

Part (D): to seek the proper kind and amount of information for further problem identification.

All of these parts (sub-steps) are used to help you properly diagnose any job adjustment problems. Now that you have properly diagnosed what the problem is you will move on to step 2 of the five-step approach.

SUPPLEMENTARY RESOURCES FOR STEP I

METHODS SHEET FOR SUPPLEMENTARY EXERCISE

1. At this point, the instructor may ask each student to develop his/her own work entry or job adjustment problem into a form of a case study.
2. Students will be asked to think and write about an actual problem each may have had on either a part-time or full-time job.
3. If some students have had no work experience, ask them to relate a problem they may have had at school with a teacher or counselor or a problem they may have had at home.
4. Students can be referred to their student outlines or student guide WEJAP categories to help them consider possible problems.
5. Have students go through all 3 phases of problem identification with their own problems: early detection and proper diagnosis, causes and symptoms, and information sources.
6. If students have difficulty in sharing their own problems, form small groups of students and ask each group to select a problem they wish to deal with for the remainder of the course. This should be a real problem that actually happened to one member of the group.

STEP II

GENERATING SOLUTIONS

	Page
Lecturette No. 1	98
"Like it or not, here it is!" problem sheets	99
Lecturette No. 2	101
Discussion Questions	102
Concluding Statement	103
Outline (Step 2 of the Five-Step Problem Solving Approach)	105
Supplementary Resources for Step II	
Methods Sheet for Supplementary Exercise	109

STEP II

GENERATING SOLUTIONS

The intent of this step is to generate an extensive number of ideas or solutions to a problem and to process the results of the brainstorming session in terms of goals for optimum problem solutions.

Criterion Objective II

Students will correctly apply each step of the five-step problem solving approach for solving work entry and job adjustment problems.

Enabling Objective

At the conclusion of this unit, students will:

1. Generate at least two possible solutions to a given work entry or job adjustment problem.
2. Select at least one appropriate goal for a solution to a work entry or job adjustment problem.
3. Identify the purpose of generating solutions to a work entry or job adjustment problem.

Group Size

Large groups will be broken down into small groups of approximately six each.

Resources:

1. Paper and pencil for each group
2. Chalkboard and chalk
3. Lecturette No. 1 (p. 98)
4. Student Guides

5. Lecturette No. 1 (p. 101)

6. Discussion Questions (p. 102)

7. Concluding Statement (p. 103)

8. Outline of the five-step problem solving approach (p. 105)

9. Supplementary Resources (p. 107ff)

Methods:

Approximate time required - forty minutes

1. Groups of approximately six each are formed; each group is asked to select a reporter.

2. The instructor asks groups to form small circles with their chairs and asks the reporter to record every idea generated by the group.

3. The instructor then reads Lecturette No. 1.

4. The instructor selects at least one of the possible problem situations to work on and instructs each group as to which page of the Student Guide to use (pp. 99-100). More than one story may be used in combination in which case select either 1 and 2, 1 and 4, 2 and 3, 3 and 4, any 3 or all 4 stories.

NOTE: Discussion questions may be used here or after any of the following points.

5. When ready to begin, the instructor emphasizes the ground rules as follows: There will be no criticism or evaluation during the brainstorming portion of the exercise; far out ideas are encouraged as they may trigger more practical ideas for others, and quantity is the most important emphasis at this point (ten minutes).

6. The instructor now reads Lecturette No. 2.

7. The instructor tells the groups that the ban on evaluation has been lifted and that they are now to compare their ideas about solutions and their goals to come up with the "best" solutions. This is really an informal approach to evaluation but will serve as an introduction to the following sections on evaluating and choosing solutions (ten minutes).

8. If there is any time remaining, the instructor will ask everyone to return to one large group. With the reporters acting as spokespersons for the groups, the instructor will list all of their ideas on the board. All participants are then asked to work together to combine ideas.

9. The instructor will read the concluding statement on p. 103 unless the Supplementary Resources are used in which case the statement will be read at the conclusion of the appendicized resources (two minutes).

NOTE: Discussion questions may be used here.

LECTURETTE NO. 1

Note to the instructor: This lecturette may be presented as is or it may be expanded or further developed as you see fit.

The purpose of this exercise is to have you come up with as many possible solutions to a given problem as you can. Do not worry about whether the solution you think of is too far out; it may trigger other ideas by other people. At the beginning, state as many ideas as you can think of; we will worry about how they work later. Quantity is the most important thing.

For example, Ms. Bardot decides that her take-home pay (money) is not enough to pay all of her bills. Possible solutions are as follows:

(1) Getting a better paying job;

(2) Asking her boss for a raise;

(3) Working overtime;

(4) Refusing to pay any bills.

Obviously, some of these solutions are better than others but if you had stopped to talk about the first solution, you might not have thought of any of the others listed.

All the information you need to generate solutions is in the story even though all the details are not spelled out completely. Deal with the problems in any and all ways that you can. You are here only to generate solutions; no criticism or evaluation of ideas is allowed as this time.

"LIKE IT OR NOT, HERE IT IS!"

1. You are a newly hired clerk in a department store. You have a headache, but it is time for your half hour lunch break so things should work out. Three customers approach you at the same time; two of them seem to be in a hurry. Your cash register has not been working properly. You have your salesbook, pad, pencil, and telephone to use. How would you handle the situation?

NOTE: The basic problem here is to decide what to do about the customers, using the information you have in the story as well as any other material you feel important in solving the problem. The job adjustment problem in the story involves both new roles as well as prior work experience. Other categories may also apply but these are the two principle categories.

2. You have been in the secretarial pool of the Brown and Williams Corporation for the past nine months. During this time you have been assigned to a number of executives for brief periods of time and your shorthand and typing ability have become very well known. More and more frequently the higher level private secretaries and executives ask for you by name. Finally, you are assigned to two offices and can be buzzed from either office. Unfortunately, you cannot contact the offices so all communications go only one way. Nevertheless, you do your job very efficiently and are happy with your work. Just after you begin your second year with the company you learn you will be promoted to become a private secretary to Mr. Barnes, one of the most active executives in the company. In this position, you will have the opportunity to meet the many people who see Mr. Barnes each day. You will answer the telephone and have two-way communication with your supervisor.

   The third day of your new job produces a variety of problems. A "Mr. Jones" calls for your boss (at least that is what you think he said his name was) and you put him through just as a young man walks into your office and momentarily distracts you. Unfortunately, "Mr. Jones" was actually "Mr. Johnson" whom your boss was trying to avoid. Mr. Barnes becomes very upset and tells you about it over the intercom, warning you that you had better screen incoming calls more thoroughly in the future. You then remember the impatient young man waiting to see Mr. Barnes, but you cannot remember his name and whether you even asked him his purpose for seeing Mr. Barnes. What can you do to avoid these situations in the future?

NOTE: There are two problems here. The first one is a lack of experience in handling communications from someone else to your boss and from your boss to other people (two-way communication). The second problem is your lack of organization. The first obviously involves the job adjustment category of communication while the second involves work habits.

3. You are a gas station attendant and the only person on duty when a customer drives in and tells you his car continually stalls whenever he comes to a complete stop. He says he was just barely able to make it to your station before the car seemed to quit entirely. You know how to start working on his problem but when you go to the tool box, you find it locked. Your boss has the key, but he is out of town. There is another station across the street but the customer does not like to do business with that company. As you are trying to decide what to do, three more cars pull in to get gas. What happens now?

NOTE: The problem here is one of time. The mechanical work must be attended to as well as service to the other customers. The problem categories here are work habits as well as work rules and standards.

4. You have been working as a nurse's aide at General Hospital for about a year and have been quite happy with your job. Your immediate supervisor, Mrs. Vermillion, has been pleased with your conscientious attitude but a little disappointed with your increasingly frequent absences.

   Your nine-year old son gets home from school about 3:30 in the afternoon just about the same time you must be at the hospital. Occasionally, your son has been picked up for loitering and returned home by the police. You work until 11:30 p.m. and must continue your employment in order to support yourself and your son. You are afraid of trouble with the juvenile authorities, are concerned for the boy's welfare, and are worred about your own absenteeism. What can you do?

NOTE: The problem here is situational. The scheduling of your hours to allow you to do an adequate job as well as supervising your son's activities is most important. The problem categories involved here are attitudes and values, work habits, work rules and standards, and family and personal situational adjustment.

LECTURETTE NO. 2

Note to the instructor: This lecturette may be presented as is, or it may be expanded or further developed as you see fit.

In order to determine whether or not a solution to a problem is successful, it will be necessary to decide what changes you want in your work situation. The particular changes you are trying to produce should be the ideal or most desirable goals for your solution. For example, Ms. Bardot's goal was to be able to pay her bills. After you have attempted to solve the problem, compare the actual results of the solution with your goals.

In the "Like it or not, here it is!" stories, you were given some experience in generating possible alternative solutions. At this time, we would like you to refer to those solutions and consider some goals you would like to see achieved! The practice you are getting now is only a warm-up for your own jobs in the future.

Go back to the case studies you considered and discuss two to three goals you believe highly desirable in the particular problem given.

DISCUSSION QUESTIONS

(during or after the generation of solutions)

Note to the instructor: The following questions are only suggestions. Fee free to expand or include questions of your own.

1. Is it possible for a given solution to be very desirable but not workable? Why or why not?

   In the story of the newly hired department store clerk, it may be most desirable to take care of all the customers before going to lunch. However, if you are selling stoves and refrigerators, it may take from a half hour to an hour to deal with one customer. Therefore, this solution is not very workable.

2. Among the suggestions of possible solutions are generally some information sources which may lead to solutions but which are not solutions themselves. What are some of the information sources suggested? How may they lead to actual solutions?

3. In the evaluation phase of this exercise, one important thing to stress is realism of implementing a particular solution. Given any one of the solutions, consider whether it is possible to put it to use. What are some problems that may be encountered in putting it to use?

4. Of what value is the setting of goals? How many goals should you set up for a given problem?

CONCLUDING STATEMENT

Note to the instructor: This statement may be presented as is, or it may be expanded or further developed as you see fit.

While considering what your accomplishments in this particular step were, try to keep them in perspective. You initially diagnosed your problem and then were asked to generate some alternate solutions and to develop goals against which you will eventually measure these solutions. Frequently, it seems, people skip the diagnostic step and begin to try out whatever solution occurs to them. With your new-found ability to consider the range of possible solutions to a particular job adjustment problem (after precisely identifying what the problem is), you will be effective in eventually solving that problem.

In summary, try to think of the many different possible solutions before trying to proceed with your problem; then you will be ready to try the next step of the problem solving approach—evaluation.

OUTLINE

(Step 2 of the Five-Step Problem Solving Approach)

STEPS:

1. Diagnosing the Problem
2. GENERATING SOLUTIONS
3. Evaluating Solutions
4. Choosing Solutions
5. Testing the Solution

You have now worked through the two important phases of GENERATING SOLUTIONS:

Part (A): generating an extensive number of alternative solutions to a work entry or job adjustment problem; and

Part (B): establishing goals for the most desirable solution to a job adjustment problem.

SUPPLEMENTARY RESOURCES FOR STEP II

METHODS SHEET FOR SUPPLEMENTARY RESOURCES

If the supplementary exercise for Step I was used, proceed with the following:

1. Students will return to their own individual case studies or to the group case studies developed at the end of Step I.
2. Students will then generate, in writing as individuals or as a group, as many possible solutions to the problems as time permits.
3. Volume of ideas, not solutions, should be encouraged at this point.

STEPS III & IV

EVALUATING AND CHOOSING SOLUTIONS

	Page
Evaluating and Choosing Solutions	112
Typical Room Arrangement	115
Lecturette: Evaluating Solutions	117
Instructor's Code Sheet	119
Case Study No. 1: Kurt Adams	121
Solutions - 1	123
Feasibility and Usefulness Rating Scale	125
Solution Ranking Scale	126
Information Sheets	127
Instructor's Code Sheet	137
Case Study No. 2: Joe Chamberlain	139
Solutions - 2	141
Feasibility and Usefulness Rating Scale	143
Solution Ranking Scale	144
Information Sheets	145
Discussion Questions	153
Concluding Statement	154
Outline (Steps III & IV of Five-Step Problem Solving Approach)	155
Supplementary Resources for Steps III & IV	
Methods Sheet for Supplementary Exercise	159

STEPS III & IV

EVALUATING AND CHOOSING SOLUTIONS

The intent of this step will to have students describe and list available sources of information necessary to implement a given solution to a problem. Students will also be able to rank given solutions and choose a solution in terms of workability and usefulness.

Criterion Objective II

Students will correctly apply each step of the five-step problem solving approach for solving work entry and job adjustment problems.

Enabling Objectives

At the conclusion of this unit, students will:

1. Identify the two considerations for seeking sources of information for solution evaluation.
2. Identify the two considerations necessary in choosing a solution to a given problem.
3. Determine the workability and usefulness of at least two solutions to a work entry or job adjustment problem in a given case study.
4. Select from a list the reason information is sought after problem solutions have been generated.

Group Size

The entire class

Resources

1. Diagram of a typical room arrangement (p. 115)
2. "In-basket" information sheets (pp. 127-136, 145-152)
3. "Information station" cards
4. Student Guides
5. Solution sets (3 per group, pp. 123-124, 141-142)

6. Solution Ranking Scale (SRS) for each reporter (p. 126 or 144)

7. Workability and Usefulness Rating Scale (WURS) for each student (small group form, p. 125 or p. 143)

8. Lecturette on evaluating solutions (p. 117-118)

9. Discussion Questions (p. 153)

10. Concluding Statement (p. 154)

11. Outline of the five-step problem solving approach (p. 155)

Evaluation

The instructor will have each student put his/her name on the solutions and WURS forms while reporters will write their group number and the names of group members on the consensus form. The instructor will then collect these forms for evaluation. Sufficient achievement of the enabling objective is indicated when at least 75 percent of the class list at least three appropriate sources of information on their solutions forms, correctly rank the top two choices on their WURS forms, and state on the back of the WURS two reasons for the first-choice solution which include at least one reference to the workability and usefulness of that solution (five minutes).

Methods

Phase I: Approximate time required - forty minutes

1. Students will be separated into groups of six to nine and form small circles with their chairs or desks.

2. Each group will select a reporter to record on the Solution Ranking Scale (SRS) pp. 126, 144 the solution rankings for the group (five minutes).

3. The instructor will explain the process of the exercise by reading the lecturette with the students (ten minutes).

4. Each group will be asked to read one of the two case studies on p. 121 or p. 139 of their Student Guide.

NOTE: It is recommended that four groups be formed if at all possible. However, two groups may be used with one group dealing with one case study while the other group deals with the second. If there are only two groups, they may also be divided into small groups of three or four each.

A typical arrangement might be as follows:

GROUP NUMBER	CASE STUDY	SOLUTION SET
1	Kurt Adams	A, B, C
2	Joe Chamberlain	A, B, C
3	Joe Chamberlain	D, E, F
4	Kurt Adams	D, E, F

5. Each member will select his/her first, second, and third choices for the three solutions given and state on the back of the WURS form two reasons for the first-choice solution (ten minutes).

6. Each group will then be asked to come to a consensus (not a majority vote) on their three solutions as to rank (ten minutes).

NOTE: If student progress is to be evaluated, the instructor will now turn back to the Evaluation section for the appropriate methods.

Phase II: Approximate time required - forty minutes

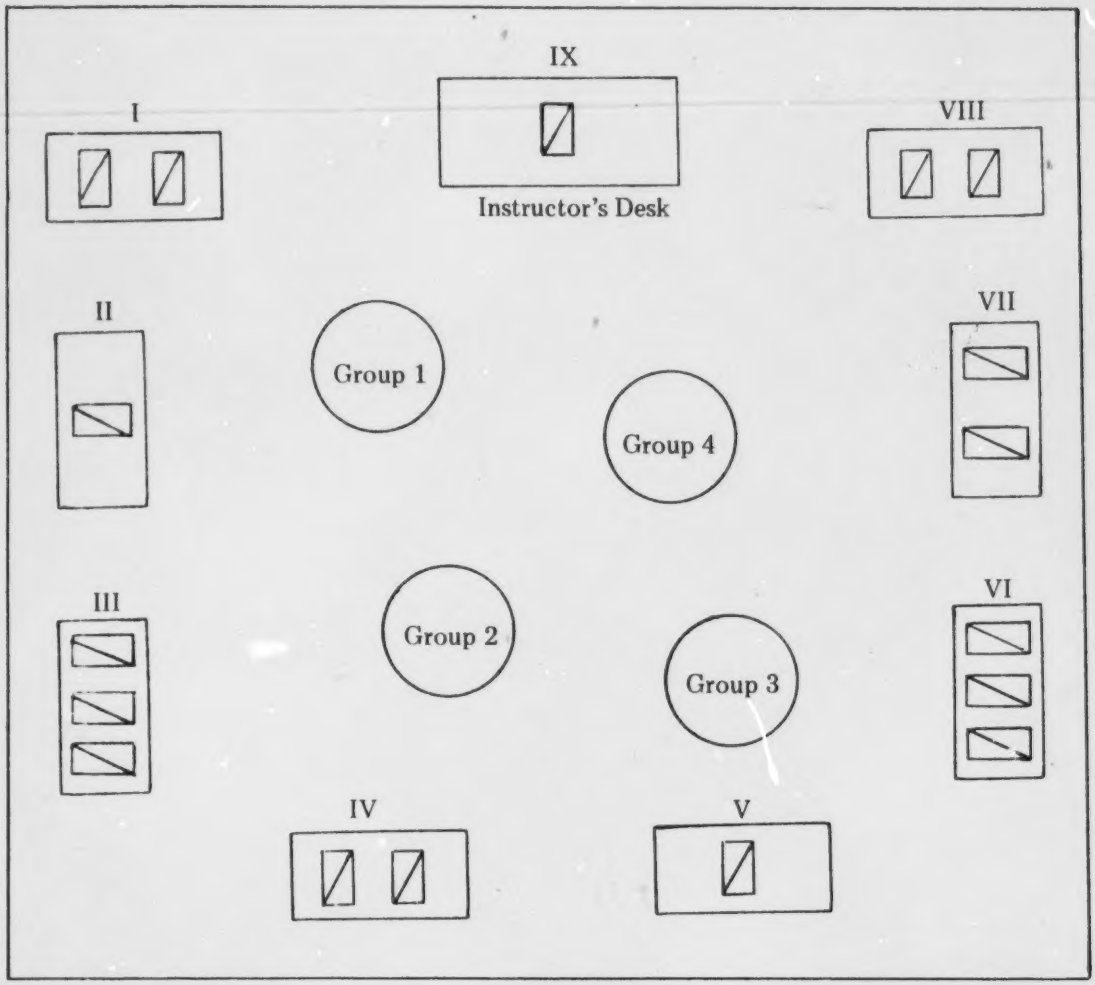
1. The instructor will return to students the forms that were collected the previous day (five minutes).

2. Both groups (all 12) having the same case study will be asked to get together, discuss, evaluate, and defend their choices of solutions and rank them from one to six on the large group Solution Ranking Scale (SRS) - (fifteen minutes).

3. The discussion questions will be used to facilitate student interaction at this point (fifteen minutes).

4. The instructor will read the concluding statement and discuss if necessary the outline of the five-step problem solving approach unless the alternate resources are used, in which case the statement will be read at the conclusion of the appendicized materials (five minutes).

TYPICAL ROOM ARRANGEMENT



LEGEND: ▭ = desks or chairs with appropriate information sheets

▨ = separate stacks of information sheets

Information Station Signs and Appropriate Information

I – Newspaper office - Fairwoods, Ga. clipping; Newbury clipping
II – Procedure manual - Procedure Manual and Introduction
III – Secretary's office - Sarah Stevens; memo Jan. 28; Sally Higgins
IV – V. P.'s office - memo Jan. 31; memo Jan. 15
V – School - Teacher/Principal Dialogue
VI – Supervisor's office - Senior Supervisor William Boyd; Terry Willis; Earl Donovan
VII – Psychologist's office - Psychologist; memo Mar. 11
VIII – Home - Dialogue with 3 boys; Joe and wife
IX – Neighbor - Neighbors

NOTE: This diagram is not drawn to scale and is only meant to give a general representation of a room arrangement.

LECTURETTE

EVALUATING SOLUTIONS

Note to the instructor: This lecturette may be presented as it is or further developed as you see fit. Since it is no longer than usual, the students should read with the instructor.

In the next exercise, you will be evaluating and choosing solutions for a given problem. You will receive a case study and three possible solutions for solving the problem presented in the case study. A number of information sources have been placed around the room. At each station you will be able to choose certain pieces of paper containing information. Some information will apply to your problem and your solutions, and some will not. Your group is to read your problem thoroughly and decide upon the sources of information that may be helpful in evaluating your three solutions. Using the blank lines between each solution, list the possible "sources," assign group members to various stations. After reading the information, the members will return to the group. Decide which information is important, and return to the group with that information (you may take the paper containing the information back to the group). Keep in mind that some information will apply to your problem and some will not. You must select and evaluate the information to the best of your ability.

When you have returned to your group, you will evaluate together each solution using the information obtained from the sources and will then rank your first, second, and third choices in terms of workability and usefulness. Record your ratings on the Workability and Usefulness Rating Scale (WURS) that each of you has. In other words, now that you have generated a number of solutions for the problem, we want you to evaluate the worth of each solution. Each solution should be considered seriously regardless of how silly it may sound.

In a real situation, after you have generated a number of possible solutions for a particular problem, you will usually find that, simply by stopping to consider them, you will be able to eliminate just about all of the useless ones while retaining two or three that may be the most workable and useful for you. It is with these two or three solutions that you will begin evaluation in a formal or systematic way.

As you no doubt have noticed, two new terms have been introduced that are quite important when considering the evaluation of solutions. The first term is workability. With your situation and and your personality, is it possible for you to carry out the particular solution? Some questions may help you determine workability: Do my work environment and emotional makeup allow me to do what the solution calls for? Do I have the time? Will the people involved cooperate? Will I need any money? Will the solution involve transportation? Is there transportation available? Am I the type of person who can carry out the solution?

The other thing to consider when evaluating a solution is usefulness. Here, you may want to ask yourself: How useful will this solution be for correcting my problem? Will the solution solve the whole problem? Will it only partially solve the problem, only temporarily keeping the problem from becoming worse, for me or someone else?

You will want to pick the solution that best meets the goals you have set up for changing the situation. You will be faced with a lot of different kinds of problems both on and off the job, but the solutions you choose to correct these problems can all be evaluated by considering these two terms: the workability of the solution, and the usefulness of the solution for solving your problem.

To review, here is what we want you to do:

1. While in your group, decide which information station it may be important to go to.
2. Go to the various information stations around the room.
3. Collect any and all information you feel may apply to your three solutions.
4. Return to your group.
5. Evaluate your solutions in terms of workability and usefulness for correcting this problem.

Remember, everyone in your group has good ideas; therefore, do not simply take a vote on how to rank solutions but try to reach an agreement on ranking them. You will be much further ahead if you attempt to reach a consensus (agreement) on all of your choices. Good hunting!

INSTRUCTOR'S CODE SHEET

Case Study No. 1: Kurt Adams

Solution	Applicable Information Sources	Implications
A	Supervisor's Office (Senior Supervisor William Boyd)	Negative
B	None	Negative
C	Secretary's Office (Sarah Stevens)	Positive
D	Vice President's Office (Memorandum - Jan. 31, 1974)	Negative
E	Secretary's Office (Memorandum - Jan. 28, 1974)	Positive
F	Procedure Manual	Negative

NOTE: Fair Woods, Georgia, newspaper clipping applies to all solutions in this case study.

The following information sources provide irrelevant information or have very low applicability.

This sheet may serve as a key to solution ranking as the more appropriate (top ranking) solutions are those whose applicable information sources carry positive implications.

CASE STUDY NO. 1: KURT ADAMS

Kurt Adams has been with Apex Industries for the last seven months in a very good position. Just recently, he was transferred to the Atlanta district office as head of the marketing and retailing division. Although Kurt has good plans for increasing the efficiency and productivity of his department there, he is beginning to feel uncomfortable in his position. His problem is caused by a lack of communication with all his staff members except his senior supervisor from whom he has received complete cooperation. In order not to offend or alienate the workers in his department, he has hesitated to try the new approaches and better methods of organization he feels are needed.

SOLUTIONS - 1

(Use lines to indicate information sources necessary to implement each solution)

Possible solution A: Kurt calls a total staff meeting to get to know his staff members.

Possible solution B: Kurt does nothing and continues to run things the way they have been run.

Possible solution C: Kurt has his secretary type a memo concerning the new office procedures, rules, and regulations and has it distributed to the staff members.

Possible solution D: Kurt selects two or three staff members whom he likes and places them in positions of authority.

Possible solution E: Kurt allows the department to run the way it has been and works the changes in gradually.

Possible solution F: Kurt approaches his supervisors with his plans and his dilemma. He asks them to set up his procedures for him, making it seem that the procedures are being implemented from higher levels of administration.

WORKABILITY AND USEFULNESS RATING SCALE (WURS)

(Small group form)

To Do:

1. While in your groups, decide which information station may be impor ant to to to.
2. Go to the various information stations around the room.
3. Collect any and all information you feel may apply to your three solutions.
4. Return to your group.
5. Evaluate your solutions in terms of workability and usefulness for correcting this problem.

Definitions:

1. Workability: With the physical situation and the personality of the character involved, is it possible for the solution to be carried out?
2. Usefulness: The degree (most to least) to which the solution will correct the problem.

Ranking:

After rating each source, please write the number "1" next to your choice of the best solution, a "2" next to your second best choice, and a "3" next to your third best choice. Please keep both workability and usefulness in mind when determining your rankings.

Solution	Workability		Usefulness (please check one)			Rank
	(yes)	(no)	most	average	least	(1, 2, or 3)

SOLUTION RANKING SCALE (SRS)

(Large group consensus form)

Ranking:

Please write a "1" next to the group's choice of the best solution, a "2" next to the second best choice, and so on through the first six solutions. Keep both workability and usefulness in mind when ranking and try to come to a group agreement based on the same reasons you selected for your first set of rankings.

Solution	Ranking (1 through 6)
A	
B	
C	
D	
E	
F	

NEWSPAPER CLIPPING

Fair Woods, Georgia, January 19 ____
It was learned today that a division of Apex Industries will be laying off 30-40% of their workforce. President of Apex, Horace Martin, indicated that this was a direct result of cutbacks in government spending. This will mean a minimum of 320 people in Fair Woods and the surrounding communities will be without jobs. No immediate prospects for rehiring will occur, a company spokesman said. However, a number of the employees who could be affected were interviewed with some surprising results.

One employee indicated he felt the company had mismanaged its funds and would be forced to lay off its workers because of it. Another man felt that enough changes could be made to keep the employees on the job.

Another company spokesman stated that a new man had been transferred to the Atlanta district office and he hoped that the policies instituted by this man should swing the scales in favor of the employees. What happens next will depend on which moves are made first and by whom.

PROCEDURE MANUAL

INTRODUCTION

In this book of general guidelines, you will find a variety of company rules and policies. All of them have been developed over many years of trial and error. That is not to say that they are flawless or are to be followed exactly under all sets of circumstances. Indeed, there will be many times when your own judgment and experience will be your best guide. However, all procedures were designed with the idea of utilizing all resources maximally with a minimum of effort by all concerned. If you use this book with these ideas in mind, you will help communication, production, and each other.

Rule 11-b. Staff/Supervisory Procedures

No higher level supervisor shall initiate procedures and policies that were not formulated and implemented at the appropriate sub-level. The only exception to this rule shall be that which concerns overall company policy and directions which shall be initiated only at top management level.

SECRETARY - SARAH STEVENS

Responsibilities: Standard secretarial duties such as typing, filing, answering the phone, and so forth.

Sarah is quite efficient and has never complained when put under pressure to complete extra duties or stay late. As a result, many people have come to depend on her reliability and performance. Her ability as a typist is unquestioned and she handles dictation very well.

MEMORANDUM

DATE: January 28, 1974 DISTRIBUTION:

TO: All Staff

FROM: Kurt B. Adams

SUBJECT:

I am pleased to be here and am looking forward to working closely with you. Over the next few months I will be working hard to orient myself to the goals and procedures that have been used in the past. I hope to be able to make some relevant suggestions at various times in the future.

SECRETARY - SALLY HIGGINS

Responsibilities: Receptionist, typing, and filing.

Sally is a person who enjoys getting involved in a variety of activities including the office bowling league as well as community affairs such as volunteer work at the Red Cross. Often, she can be found in the coffee break room or chatting with one of the other secretaries. She likes the company she works for but does not like her specific duties as a secretary because she does not like to file and type.

MEMORANDUM

DATE: January 31, 1974 DISTRIBUTION:

TO: J. Perron, Vice President

FROM: Kurt B. Adams

SUBJECT:

In reference to our conversation of yesterday, what do you think about moving these people into management positions?

Dept. M

~~Frank Smith~~
~~Ned Bennett~~
?? Bob Ofrom
Will James

Dept. P

Don Green
~~Ed Williams~~
Joanne Barday
~~Al Brown~~

KBA

Thanks, but I don't think so - might create some hard feelings. J.P.

SENIOR SUPERVISOR - WILLIAM BOYD

Responsibilities: Organizes, conducts, and supervises all staff functions.

Bill has been with the company for fourteen years and is very conscientious. He knows his job well and is aware of the functions, strengths, and weaknesses of the staff. He has the authority to stop production in order to have a staff development meeting. He is usually always available for staff problems on Wednesdays and Thursdays from 3 p.m. to 5 p.m.; however, it generally takes a month or two to set up a meeting.

SUPERVISOR - EARL DONOVAN

Responsibilities: Oversees company operations.

Earl has a motto hanging above his desk that states:

"NO PROBLEM TOO BIG,

NO PROBLEM TOO SMALL, WE HANDLE THEM ALL."

He enjoys working hard and likes to have the people under him do the same thing. In a recent review and evaluation he was quite pleased to learn that his section was rated very high on efficiency.

MEMORANDUM

DATE: January 15, 1974 DISTRIBUTION:

TO: All Staff

FROM: J. Perman, Vice President

SUBJECT: Company Layoffs

Due to cutbacks in government spending we anticipate a temporary reduction in our work-force of about 30-40 percent. However we will have a new man coming from Columbus, Ohio, who should be very helpful in preventing and/or alleviating this potential problem. We will do all in our power to make this reduction as temporary as possible.

INSTRUCTOR'S CODE SHEET

Case Study No. 2: Joe Chamberlain

Solution	Applicable Information Sources	Implications
A	Supervisor's Office (Terry Willis)	Positive
B	Supervisor's Office (Terry Willis)	Positive
	School (Teacher/principal dialogue)	Positive
C	Home (Dialogue with three boys)	Negative
D	Neighbors	Neutral
E	Newspaper (Newbury)	Negative
F	Home (Joe and wife)	Positive

NOTE: The following information sources provide irrelevant information or have very low applicability:

Psychologist
Memorandum - March 11, 1974

This sheet may serve as a key to solution ranking as the more appropriate (top ranking) solutions are those whose applicable information sources carry positive implications.

CASE STUDY NO. 2: JOE CHAMBERLAIN

Joe has had his job in a bakery for eight or nine years. His duties there are to prepare the final phase of the baking process and to make sure the ovens are in good working order. Although he has done well in his job, he is faced with an overwhelming problem.

His 13-year-old son has been having some sort of trouble at school, and during the past three months Joe has been called to the phone periodically concerning the boy's unruly behavior. On occasion, it has even been necessary for Joe to leave his job and go to the school to get his son. Obviously, this matter has created trouble at work as well as with his wife and the school. Joe is a concerned individual, worried both about his job and his child's education. He feels the school and the teaching staff are good but he is unable to understand the problem his son has been having.

Joe's supervisor is understanding about the situation and believes Joe has a legitimate reason for being away from his job. However, he realizes that when Joe leaves, a large part of the operation stops. Lately, Joe has noticed that his supervisor seems dissatisfied with him. He would like to correct the situation at work and at his son's school. What should he do?

SOLUTIONS - 2

(Use lines for any notes you may want to make)

Possible solution A: Joe can switch to the night shift so he will be home during the daytime.

Possible solution B: Joe can take a day off work in order to meet with the school psychologist, teacher, and/or principal.

Possible solution C: Joe can talk with his son to try to learn the cause of the problem.

Possible solution D: Joe can talk with his neighbors whose children are in the same classroom to see what they suggest.

Possible solution E: Joe can have his son attend a different school.

Possible solution F: Joe can try to spend more time with his son to work out their differences.

WORKABILITY AND USEFULNESS RATING SCALE (WURS)

(Small group form)

To Do:

1. While in your groups, decide which information station it may be important to go to.
2. Go to the various information stations around the room.
3. Collect any and all information you feel may apply to your three solutions.
4. Return to your group.
5. Evaluate your solutions in terms of workability and usefulness for correcting this problem.

Definitions:

1. Workability: With the physical situation and the personality of the character involved, is it possible for the solution to be carried out?
2. Usefulness: The degree (most to least) to which the solution will correct the problem.

Ranking:

After rating each source, please write the number "1" next to your choice of the best solution, a "2" to your second best choice, and a "3" next to your third best choice. Please keep both workability and usefulness in mind when determining your rankings.

Solution	Workability (yes)	Workability (no)	Usefulness (please check one) Most	Average	Least	Rank (1, 2, or 3)

SOLUTION RANKING SCALE (SRS)

(Large group consensus form)

Ranking:

Please write a "1" next to the group's choice of the best solution, a "2" next to the second best choice, and so on through the first six solutions. Keep both workability and usefulness in mind when ranking and try to come up to a group agreement based on the same reasons you selected for your first set of rankings.

Solution	Ranking (1 through 6)
A	
B	
C	
D	
E	
F	

PSYCHOLOGIST

Ever since Ralph Bernardo came to Newbury six months ago he has been struck by the seeming lack of consideration given to his position by both administrators and parents. When he was first introduced at the PTA meeting he was greeted with something less than an enthusiastic response. Ralph is very eager, though, to become involved with people and wishes people would use his office to its capacity.

MEMORANDUM

DATE: March 11, 1974 DISTRIBUTION:

TO: Ralph Bernardo, Psychologist

FROM: Maude Sanford, Principal

SUBJECT: Discipline

We are very glad to have you here at the school and look forward to utilizing your background and experience.

I want to take this opportunity to make you aware of certain minor discipline problems among some of our young men. I have met with a number of teachers and it has been suggested that we organize some parent/teacher/psyhologist/principal conferences and we would hope that you will attend whenever possible.

I will be available if you want to examine or discuss any pertinent student information prior to these scheduled meetings. If you have any questions or comments please feel free to contact me at any time.

SUPERVISOR - TERRY WILLIS

Responsibilities: Staff and duty assignments, and operation supervision.

Terry is the type of supervisor who must have everything running smoothly, and he is willing to make compromises to keep things that way. He is an easy going type of guy who likes to let his staff work through their own problems and will generally accept all suggestions if they do not conflict with company policy. As a result, he continually makes changes in time schedules and staff responsibilities.

Terry is a family man with three teen-age boys, and he is very concerned about dividing his time equally between his work and his family. He also encourages the same kind of involvement on the part of his workers and will usually make any changes to help his staff establish wholesome family/work relationships.

NEWSPAPER CLIPPING

Newbury, September 28 _____

Many of the local schools today were closed while teachers and administrators met with the local school board to determine the future of a variety of school policies. Among the policies under consideration are the following:

*Whether or not the two local high schools and junior high schools should be incorporated into one large school.

*Whether or not Andrew School District would be changed to the new reading program which underwent testing all last year.

*If interschool transfers would be permitted during mid-year.

Debate on the first issue will probably not be resolved until it is known whether the proposed school bond issue will be passed by the voting public next month. The new reading program, it is expected, will be implemented by next fall and interschool, midterm transfers will probably not be allowed until other decisions now pending before the school board become resolved.

NEIGHBORS

Often after work, the neighbors in the community get together over a beer or a cup of coffee to talk about their common interests and their families. Joe enjoys getting together with his friends and since he has been having some problems with his son he has come to depend upon some advice and help from his neighbors.

Frank and Sally, who live next door to Joe, have a boy in the same classroom as Joe's son. Recently, their son told them that Joe's son, Billy, likes to hang around the schoolyard after school picking on the younger children. Billy says he dosen't have to be home until his dad comes home around 5:30 p.m. since he has nothing to do, till then.

Al and Sue have lived next door to Joe for quite some time. They believe in strict discipline for their children. Not long ago their youngest daughter who is in the same class as Joe's son stayed late after school and did not call her parents. They were worried and called the school only to find out that she was trying out for the school play. As a result, they kept her home from school the next day and punished her by not allowing her to be in the play. Al and Sue suggested to Joe that he be more strict with his son in the future.

SCHOOL

Principal: How is it going?

Teacher: Not too bad; the students really act interested. But I am still having discipline problems with those same three boys.

Principal: Are you making any headway on identifying the problem?

Teacher: Yes, I think we can get through to them but I really need some parental support.

Principal: Have you tried to contact them? Have you explained the problem to them?

Teacher: Everytime we have to send them home we call the parents and try to explain what is happening. A couple of the parents seem concerned but they don't respond. One of the boy's fathers said that he would be willing to cooperate but has a lot of difficulty getting over here during the day because of his work schedule. Of course my problem is that I am in class all day long this year.

Principal: If that father is willing to come over, I can get another teacher to substitute for one of your classes and all three of us could meet here in my office. What do you think?

Teacher: Well, OK; let us see if we can work that out.

Principal: What about the other two?

Teacher: I think it may be an influence kind of thing. If we can get the ringleader, I think we may solve all the problems.

Principal: You know, sometimes it is really difficult to deal with these parents. You remember when we had to send that one student home last week, the parents turned around and kept her out of school the next day. I just don't know sometimes.

Teacher: Me either. Well, let's give it a try anyway.

Principal: Sounds good.

Teacher: I've got to go to class. See you later, and thanks.

HOME

Setting: Joe and his wife have just finished dinner.

Joe's wife: Honey, I think we need to get closer to our children and become more involved with their interests.

Joe: What do you mean?

Joe's wife: Joey has mentioned a number of times that his friends and their fathers always go to baseball games together.

Joe: Maybe you are right. I would like to take Joey out more often. Anyway, it may help us communicate better and I might not feel as though I have to pressure him about his school work so much.

Joe's wife: O.K., Honey. How about another cup of coffee?

HOME

Setting: Three boys talking together in the recreation room.

1st boy: Man, you dudes are really lucky! I've got four sisters at home and I never get anything I want.

2nd boy: Yeah, I hear you. I always have to wash my own clothes and do the dishes. This dude here is the one who has got it made. He is always getting sent home early from school and he never has to be home until 5:30. Man, you're really lucky.

3rd boy: It ain't so nice. My old man is always lecturing me about cleaning up and studying. I just can't talk to him at all. I just tune him out all the time.

DISCUSSION QUESTIONS

Note to the instructor: The following list of questions are only suggestions. Feel free to expand or include questions of your own.

1. Describe a problem situation in which you might have been able to try all the possible alternative solutions.

2. Do you feel that all of the alternative solutions were considered in the particular problem you worked on? If not, describe others not considered.

3. In evaluating your solutions, do you feel the right kind of information was available? What are some other kinds of information you could have used? What are some of the other places or people you could have gone to get information for evaluating solutions?

4. Identify the Work Entry or Job Adjustment Problem category in the Kurt Adams Case Study. (SUGGESTED: Geographic/Occupational Mobility, Communication, New Roles)

5. Identify the work entry or job adjustment problem category in the Joe Chamberlain Case Study. (SUGGESTED: Attitudes and Values, Family and Personal Situational Adjustment, Work Rules and Standards)

CONCLUDING STATEMENT

Note to the instructor: This statement may be presented as is, or it may be further expanded or further developed as you see fit.

Our purpose in involving you in this type of exercise was to make you realize the necessity of going to as many different sources of information as possible whenever you are trying to evaluate your solutions. In real life, you will often be required to go to a variety of information sources, but do not let this stop or even slow you down when you face a problem. It is your job and your future that may be on the line in a given work entry or job adjustment problem situation so evaluate your alternative solutions carefully. Then, and only then, will you be ready to make a choice as to which solution you should try.

OUTLINE

(Steps III & IV of Five-Step Problem Solving Approach)

STEPS:

1. Diagnosing the Problem
2. Generating Solutions
3. EVALUATING SOLUTIONS
4. CHOOSING SOLUTIONS
5. Testing the Solutions

You have now worked through three important aspects of EVALUATING AND CHOOSING SOLUTIONS:

Part (A): recognizing the information and sources needed to implement a given solution to a job adjustment problem

Part (B): evaluating information and sources in terms of workability and usefulness for solving a job adjustment problem

Part (C): choosing the most workable and useful solution for solving a job adjustment problem.

SUPPLEMENTARY RESOURCES FOR STEPS III & IV

METHODS SHEET FOR SUPPLEMENTARY EXERCISE

Supplementary Exercise:

Approximate time required - fifteen minutes

1. Students will refer to their own mini-case studies that began in a supplementary exercise in Step I and will rank their own top two or three solutions in terms of workability and usefulness.

STEP V

TESTING SOLUTIONS

	Page
Testing Solutions Lecturette	165
Case Study No. 1: Bertha	167
Discussion Questions - 1	169
Recycling Lecturette	171
Case Study No. 2: Eva	172
Discussion Questions - 2	175
Recycling Flowchart	177
Concluding Statement	179
Outline (Step 5 of Five-Step Problem Solving Approach)	181
Steps 1 through 5 Lecturette	182
Evaluation for Step V	183
Supplementary Resources for Step V	193
Methods Sheet for Supplementary Exercises	195
Case Study No. 3: Eric	197
Discussion Questions - 3	199
Case Study No. 4: Timothy	201
Discussion Questions - 4	203
Case Study No. 5: Mike	205

Page

Discussion Questions - 5 207

Case Study No. 6: Tom 209

Discussion Questions - 6 211

Evaluation Section for Supplementary Exercises 213

Case Study Evaluation Forms 215

Checklist (Steps 1 through 5) 218

STEP V

TESTING SOLUTIONS

The intent of this step will be to expose the students to the process of comparing the results of an attempted solution with goals established previously and to determine whether a solution has succeeded or failed. Also, students will be able to recycle through the problem solving process when it has been determined that an attempted solution has failed.

Criterion Objective II

Students will correctly apply each step of the five-step problem solving approach for solving work entry and job adjustment problems.

Enabling Objectives

At the conclusion of this unit, students will:

1. Select from a list, the reason for recycling a problem.
2. Determine whether or not a given solution to a given case study has successfully met its goal and, if not, to where the problem should be recycled.

Group Size

The entire class

Resources

1. Student Guides for all students
2. Validating Lecturette(pp. 165-166)
3. Discussion Question - 1 (p. 169) and Discussion Question - 2 (p. 175)
4. Concluding Statement (p. 179)
5. Outline of the five-step problem solving approach (p. 181)
6. Evaluation Resource (Flo Evans' Case Study) (pp. 185-186)
7. Supplementary Resources (p. 193ff)

Evaluation

All students will receive a copy of the Flo Evans' Case Study and response materials (p. 185). The students will read the case study and the questions on the sheets provided. After the completion of the assignment, the instructor will collect the case studies and use them to evaluate each student's achievement of the enabling objectives. Instructor may hand out the Results of Flo's Choices (p. 191) for students to compare with their answers. Sufficient achievement of the enabling objective will be indicated if the class achieves at least 75 percent correct responses.

Methods

Phase I. Approximate time required - forty minutes

1. The instructor presents the Validating Lecturette (ten minutes).

2. Each student works on Case Study No. 1 (p. 167 of the Student Guide) - (five minutes).

3. The instructor lead a discussion, using discussion questions - 1, on the problem depicted in the case study. The instructor describes how to compare the given goals with the results of the attempted solution to determine whether the solution was successful (five minutes).

4. If desired, instructor presents the Recycling Lecturette and shows the Recycling Transparencies (five minutes).

5. Each student works on Case Study No. 2 (p. 172 of the Student Guide) - (five minutes).

6. The instructor and class discuss the problem described in the case study, using discussion questions - 2, and they consider whether or not the solution has failed and how the problem-solving approach may be recycled (five minutes).

7. The instructor reviews the concepts of recycling by referrring to the recycling flowchart (p. 177 of the Student Guide) if necessary (five minutes).

8. The instructor presents the concluding statement and the Steps 1 through 5 Lecturette on p. 182. An outline of the five-step problem solving approach is provided on p. 181 of the Student Guide (five minutes).

VALIDATING LECTURETTE

Note to the instructor: This lecturette may be presented as is or further developed as you see fit.

In the previous exercises, you have been shown how a problem can be diagnosed. Also, you have considered a range of possible solutions, established goals for a successful solution, evaluated your solutions, and chosen one. Now, we want you to think about what happens if your solution fails. If your solution has not worked, your problem is still a problem.

If, in trying out your solution, some of the symptoms disappear, the solution may have been partially successful. However, the solution may not have eliminated the cause of the problem. To determine whether a solution has succeeded or failed, you must compare the goals you established in Step II with the results of the solution to see whether your goals have been met.

For example, if Jeanette's work area is too cold and she wants the temperature raised 5°, a 5°-temperature rise will be her goal and it will not be reached until the room temperature goes up exactly 5°. If the temperature goes up only 3°, her problem will be only partially solved. She may decide to accept this partial solution and wear a warmer sweater or she may attempt an alternative solution in order to reach her goal. In other words validation is the act of comparing the results produced by a solution with the results desired after the problem was diagnosed.

Another approach is to examine the causes and symptoms of the problem identified in diagnosing the problem. Suppose in Jeanette's case that the cause of the problem is a company policy to keep the temperature at 66°, and her symptoms are sniffling and shivering. She may decide that the appropriate goal for her is not to raise the office temperature, but to stop sniffling and shivering. In this instance, the cause of the problem is company policy and may be beyond her control. A successful solution then will not be to change the room temperature but to wear heavier clothing. This will probably reduce the symptoms of her problem, sniffling and shivering, and achieve the criterion Jeanette has set for her solution. To check for the success of a solution in this case, all that is necessary is to see whether the symptoms have been reduced or eliminated and/or the causes corrected.

Later you will find out how to recycle through the five-step problem solving approach if your first solution is unsuccessful. Before you do that, however, try the following exercises to see whether

you understand how to compare the results of solutions with pre-established goals. In each exercise a worker has a problem which he/she attempts to solve. You are given the goals for successful solutions in the first exercise; they are written into the case study. Your task is to compare these goals with the results of the worker's solution and decide whether the solution succeeded or failed. Try to put yourself in the position of the worker and imagine what you would do to validate the solution to the problem. Good luck!

CASE STUDY NO. 1: BERTHA

Bertha sells Fingerfig Soap door-to-door. She has many old, familiar customers with whom she gets along well. Recently, however, the company has put pressure on Bertha to increase her sales to keep up with the other salespeople in the company and in competing companies. Bertha does not like to use the aggressive hard sell approach. She is a meek person who would rather let her customers convince themselves about a product.

Faced with the problem of quickly increasing sales or losing her franchise, Bertha enrolled in a training program hoping to change her character and improve her effectiveness as a saleswoman. The course successfully changed Bertha's character. She is now as aggressive and hardnosed as any of her competitors. She has tripled the number of new customers she usually gets in a month. Unfortunately, she has lost all her old customers and cannot keep her new ones for long. Her net sales are about the same as they were before she enrolled in the program.

Goals

List the goals that a successful solution to this problem should achieve. (You may have fewer than three goals.)

1.

2.

3.

Validation

Was Bertha's solution completely successful according to your goals? _____ (yes or no)

Was Bertha's solution partially successful? _____ (yes or no)

DISCUSSION QUESTIONS - 1

1. Which Work Entry and Job Adjustment Problem (WEJAP) categories may be involved in Case Study No. 1?

   Suggested categories: Attitudes and values, work habits, self-image, work rules, prior work experience.

2. What goals might be appropriate for Case Study No. 1?

   Suggested goals:

   1. Increased sales
   2. Keeping old customers and adding new ones
   3. Successful selling technique in keeping with her own character.

3. What was the solution suggested in Case Study No. 1?

   Suggested answer: Bertha enrolled in a training program to change her own character and make her a more effective saleswoman.

4. What were the consequences of the solution in Case Study No. 1?

   Suggested answer: Bertha changed her character and became an aggressive saleswoman. She acquired new customers fast but she could not retain them for long.

5. Did the solution succeed or fail?

   The solution failed. Bertha has not met most of her goals. She added new customers but she failed to keep her old customers, and her net sales have not increased.

RECYCLING LECTURETTE

Note to the instructor: This lecturette may be presented as it is or further developed as you see fit.

When you decide that a solution to your problem has succeeded, then your problem is solved according to your goals and there is nothing more for you to do about the problem. However, if you decide that the solution has failed, then you must not stop here, but must recycle through the problem solving process to find out what went wrong and how to correct the error. You must return to some earlier step in the problem solving sequence and revise that step in order to come up with a solution that will succeed.

You may decide that you selected the wrong solution because you diagnosed the problem incorrectly. Then you will return to Step I to diagnose the problem more carefully. You may decide that your goals for a successful solution were unrealistic, a goal you could never reach. Then you will return to Step II to set new goals for a successful solution. You may decide that you made a mistake in rating and ranking (evaluating) the various solutions or that you did not consider enough solutions. Then you must return to Step II to generate new solutions or return to Step II to recheck your method of comparing solutions.

Therefore, when you compare the results of an attempted solution with your goals and decide that the solution has failed, you must try to find out why it failed, what you did wrong in the problem solving approach. (Refer to Recycling Flowchart on p. 177 of the Student Guide.)

Next you will deal with one case study. In this study, a worker has attempted a solution to a work problem. The results of the worker's solution, however, indicate that the attempted solution has failed. Therefore, the worker must decide what to do next. Your task is to decide to which step in the problem solving approach the worker should return in order to recycle through the approach and determine a more effective solution.

CASE STUDY NO. 2: EVA

Eva lives thirty miles from work. There is no mass transportation between her home and the County Hospital where she works as a dietician. Eva has been driving to work every day, but she gets only twelve miles to the gallon and cannot afford to fill her gas tank three times a week.

Eva has considered hitch-hiking. However, even though she lives in a safe area with a low crime rate, Eva feels that if she hitch-hikes sixty miles every day, her chances of getting into a dangerous situation will be greatly increased. Eva does not want to sell her house and there are no other jobs nearer her home for which Eva is qualified. As a solution to her problem, Eva finally decides to rent her house and take an apartment near the County Hospital.

The family who rent Eva's house do not take good care of it and they are not happy living in Eva's hometown. The family and Eva agree to terminate the lease. Now Eva's house is empty, yielding no income. Nevertheless, Eva must pay the taxes and basic utilities for the house, as well as the rent for her apartment.

One day, Eva learns that two nurses who work at the County Hospital also live in Eva's hometown. The nurses say they have formed a car pool in order to cut their driving expenses in half. They are willing to have Eva join their group. Eva feels she can't do that because of a one-year lease when she signed on renting her apartment. Eva wishes she had considered joining a car pool before deciding to rent the apartment.

Goals

1. Getting to work as inexpensively as possible.

2. Not incurring extra personal expenses because of the job.

Validation

In respect to the above goals, did Eva's solution to her commuting problem succeed?
_____ (yes or no)

Recycling

If you think Eva's solution failed, check the step to which Eva should return in the problem solving approach:

_____ Step I. Diagnosing the Problem.

_____ Step II. Generating Solutions.

_____ Step II. Establishing Goals.

_____ Steps III & IV. Evaluating and Choosing a Solution.

Explain briefly why you think Eva should return to this step.

DISCUSSION QUESTIONS - 2

1. Which Work Entry and Job Adjustment Problem (WEJAP) categories may be involved in Case Study No. 2?

   Suggested categories: geographic mobility, family and personal situational adjustment.

2. The goals are already given to you in Case Study No. 2, i.e., (1) getting to work as inexpensively as possible, and (2) not incurring extra personal expenses because of the job.

3. What was Eva's solution and what were the consequences of her solution?

   Suggested answer: Eva leased her house and rented an apartment near her work. Because the family to whom Eva leased her house moved out, Eva now had no income from the house but still had to pay the bills on the house and rent for her apartment.

4. Validation:

   Did Eva's solution succeed or fail?

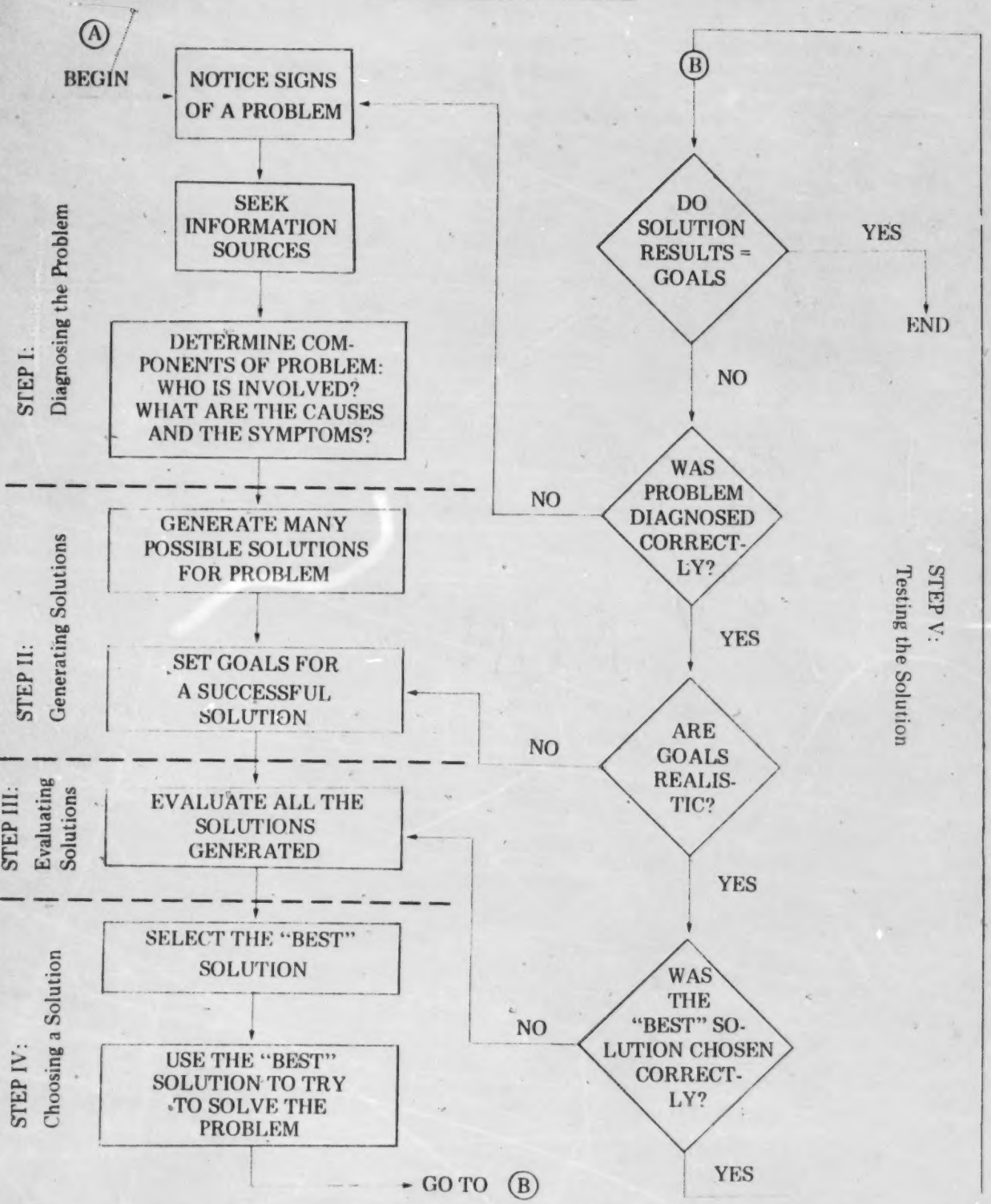
   Her solution failed because even though commuting costs were lower (goal No. 1), she incurred extra personal expenses because of her job (goal No. 2).

5. Recycling:

   To which step in the problem solving approach should Eva return to try to solve her commuting problem?

   Eva should return to Step II to generate more solutions. One solution she had not even considered before is the car pool.

STEP V
RECYCLING FLOWCHART



CONCLUDING STATEMENT

Note to the instructor: This statement may be presented as is, or it may be expanded or further developed as you see fit.

You have just read two case studies about workers with problems at work. You read about the ways in which the workers attempted to solve their problems and the consequences resulting from these attempted solutions.

You were asked to decide whether or not the workers' solutions were successful. To do this, you compared the consequences of each attempted solution with the goals for a successful solution to the problem. This is called VALIDATING the attempted solution. If you decided that the attempted solution had succeeded in meeting these goals and solving the problem, then you concluded that no further action should be taken by the worker regarding the problem, because it had been solved. If you decided that the attempted solution had failed to meet the goals, then you concluded that the problem had not been solved, and that the worker should return to some earlier step in the problem solving approach, continuing to recycle through the approach unitl a solution succeeded in meeting the goals and correcting the problem.

OUTLINE

Note to the instructor: This statement may be presented as is, or it may be expanded or further developed as you see fit.

(Step 5 of Five-Step Problem Solving Approach)

STEPS:

1. Diagnosing the Problem.
2. Generating Solutions.
3. Evaluating Solutions.
4. Choosing a Solution.
5. TESTING THE SOLUTION.

In step 5, the last step of the problem solving approach, VALIDATING THE SOLUTION, you have learned:

1. How to decide whether an attempted solution has succeeded or failed by comparing the results of the solution with the goals for a successful solution.
2. If failure occurs, how to determine which part of the five-step process to reecycle to in order to solve the problem.

STEPS 1 THROUGH 5

LECTURETTE

Note to the instructor: This lecturette may be presented as is, or the concluding portion of the filmstrip "Problems on the Job" may be used at this time.

Complete Review and Application

1. Step 1 involves correctly diagnosing the problem which means that you must identify the problem, look at the chain of causes and symptoms, and seek possible information sources. Why is this so important as the first step in solving a problem?

2. Step 2 involves generating as many possible solutions as you can. What are some things that could limit the number of solutions?

   Example: If you lack adequate training in a specific skill (the problem), there may be only one or two places that offer the necessary training (the solution).

3. Step 3 involves evaluating solutions in which it is necessary to see whether or not the solutions can be carried out and exactly how useful they will be if accomplished. How would you do this on the job?

4. Step 4 involves choosing a solution that is likely to solve the problem. If your first three steps have been done carefully, this fourth step will follow as a direct result of the first three. Sometimes, more than one solution can be chosen. What will help you decide which one to choose?

   Example: Case of implementation, usefulness, accessibility of material necessary to implement the solution, and so forth

5. Step 5 involves testing that the solution(s) you have chosen are adequate to solve the problem. How will you check this out?

   Example: Direct observation, asking friends or co-workers, comparing results with goals, and so forth.

In considering any problem, you can use this approach effectively if you know what each step means. To illustrate what we mean, we would like you to take a look at a case study and see whether you can take a problem through all five steps. We know each of you will approach the problem differently because each of you is a different individual. We think you will agree, however, that the important thing is to solve the problem, and one of the fastest and easiest ways is to use this five-step approach you have been practicing.

EVALUATION FOR STEP V

FLO EVANS' CASE STUDY

Flo Evans, who has been living with her mother and an aunt during her high school days, is about to graduate from high school. Her family has been very strict with her, not allowing her to participate in school extracurricular activities like the other girls her age. As a result she has become shy and retiring. Her mother's constant reminder that she is not capable of doing things adds to her lack of confidence.

Because Flo is graduating next month, she is quite anxious to find a job and to get out on her own. Since she has never worked before, she has had no experience in seeking a job. Recently Flo saw a list of jobs sent over from the State Employment Service posted outside her counselor's office. On the list was a job notice for a sales clerk at a women's boutique in which she was especially interested. To her it seemed like a very glamorous and exciting kind of job. Flo wrote down the address and phone number and that afternoon called to make an appointment for an interview. The following day after school, Flo went to her interview with enthusiasm. When she got to the boutique the manager told her to have a seat, that she would be with her in a few minutes. While she was waiting she observed the other sales girls at work. It seemed quite interesting. However, she noticed that the sales girls were all outgoing people. She began to feel uncomfortable and very nervous before the manager returned. In a few minutes the manager returned with a complicated application form and told her to complete it. While she was filling it out she became very frustrated because she did not know how to answer many of the questions and it seemed to her that she was leaving a lot of the application blank. When the manager returned she had Flo step into her office for an interview. During the course of the interview, it became quite apparant to the manager that Flo was nervous and shy about answering questions. The interview was concluded, and the manager informed Flo that she would contact her in the near future.

On the way home after the interview she bumped into one of her classmates and confided to her that she was not too happy about the interview. Her friend suggested that she was just too quiet and that she needed to talk more about herself and her abilities. By next week, though Flo had not received any word from the manager of the boutique, she overheard some girls talking in the hallway. One of the girls said that she had applied for a job at the boutique and had been accepted. After hearing this Flo became very disappointed and dissatisfied and began to question her abilities even more. One of her teachers, noticing that Flo was behaving rather strangely, tried to talk to her about it but was unable to find out what the problem was. However, he did suggest that she visit the counselor, talk to her mother or minister, or to someone at least. The teacher happened to mention Flo's apparent unhappiness to the counselor and later that day Flo received a note to come to the counselor's office.

Flo went to the counselor's office and very reluctantly discussed the job situation as well as what had happened when she went for her interview. Having known Flo for a number of years,

the school counselor suggested a variety of things that might help her find a job in the future. One suggestion was to go to the State Employment Service and apply for a number of jobs in order to gain experience in interviewing for a job. A second was to go to the library for help on job interviewing, testing, and filling out applications. The third possibility was to investigate various technical schools in the area that would prepare her for a specific kind of job. In addition to these suggestions the counselor set up a series of four weekly meetings to talk with Flo, hoping to bring her out of her shell and make her more outgoing. Finally, the counselor gave her three short articles to read about self-development which he hoped would help her. If you were Flo, what would you do?

FLO EVANS' CASE STUDY FORMS

I. Identify Flo's problem(s)

II. (List the) Causes

III. Symptoms

IV. Information Sources (for problem Identification)

V. Possible Alternative Solutions

VI. Necessary information sources for solution evaluation and implementation (e.g., people and places)

VII. Rank solutions in terms of workability and usefulness.

	Feasibility		Usefulness		
Solution	Yes	No	High	Medium	Low

VIII. List the goals the most desirable solutions should receive.

IX. Choose a solution(s) (If you were Flo)

State reasons for your choice(s)

THE RESULTS OF FLO'S CHOICES

In Flo's situation, there are two problems: (1) her shy manner and lack of self-confidence; and (2) her lack of experience in job interviewing and test taking. Flo had a number of suggestions for possible solutions to her problems. For her first problem she had three possible solutions for helping her become a more outgoing person: (1) a series of weekly meetings with the counselor; (2) some reading material about self-development; and (3) library books dealing with self-development. In evaluating these solutions, Flo decided that she would go to the four weekly meetings with the counselor and also that she would read the material given to her. Both of these solutions seemed workable and useful. For Flo's second problem, she had three possible solutions: (1) going to the state employment service and applying for a number of jobs in order to gain experience in interviewing for a job; (2) going to the library for books on job interviewing and test taking; and (3) going to various technical schools in the area that would prepare her for a specific kind of job. In evaluating these solutions for her second problem, Flo decided that she would go the state employment service and apply for a number of jobs. This solution seemed workable and useful to Flo. The goals she developed for herself involved becoming more outgoing and improving her interviewing and test taking skills.

As it turned out, Flo did in fact choose the first two solutions for her first problem. She did in fact go to the four weekly meetings and she read the three short articles. As a result of reading and going to the meetings, Flo felt that she had a better understanding of herself and was a more outgoing person. However, she had not yet been able to have any actual experience in becoming an outgoing person. For For's second problem, she went to the state employment service and enrolled in a short training program that consisted of interviewing and test taking. Upon completion of the program, Flo applied for a job at a neighborhood grocery store and was accepted. Flo likes her job and seems to be doing pretty well; yet she feels that she is still a little shy but hopes to overcome this problem in the future.

In a case such as Flo's where she had two problems, she chose her solutions, evaluated them, and then implemented them. Flo made two choices based on her goals for a successful solution and followed through with them. The solution of taking a training program on interviewing and test taking to get a job proved very positive. Flo did succeed in her training and in getting a job. Her second solution to help her become a more outgoing person has seemed to work to some extent. However, Flo still feels that she needs more time and more experience. Note that at any given time, a solution can work very well, it may work only partially, or, in some situations, it may not work at all. Whatever happens however, in order to find out whether a proposed solution will solve a problem, it is still necessary to evaluate, choose, and implement that solution or solutions.

SUPPLEMENTARY RESOURCES FOR STEP V

METHODS SHEET FOR SUPPLEMENTARY EXERCISES

Supplementary Exercise 1:

Approximate time required - forty minutes

1. Each student completes Case Study No. 3 (five minutes).

2. The instructor leads a discussion, using discussion questions - 3 on the problem depicted in the case study. The instructor describes how to compare the given goals with the results of the attempted solution to determine whether the solution was successful (five minutes).

3. Repeat Steps 1 and 2, p. 187, from Case Study No. 3 using Case Study No. 4 and discussion questions - 4 (ten minutes).

4. Repeat Steps 1 and 2, p. 187, from Case Study No. 3 using Case Study No. 5 and discussion questions - 5 (ten minutes).

5. Each student completes Case Study No. 6 (five minutes).

6. The instructor and class discuss the problem described in the case study, using discussion questions - 6, and they consider whether or not the solution has failed and how the problem-solving approach may be recycled (five minutes).

Supplementary Exercise 2. (To be used only if the Supplemental Exercise "Students' own mini-case studies" were completed in Steps III & IV):

Approximate time required - forty minutes

1. The instructor will pass out the Case Study Evaluation Forms (p. 215) and ask that the students use them to complete Step 5 of their own mini-case studies from the Supplementary Exercises from Steps III and IV. (Refer students to the checklist on p. 218 of the Student Guide) - (five minutes).

2. The students will attempt to validate their choice of a solution by comparing it with their goals (five minutes).

3. If the solution is not valid, the students will recycle the problem solving approach to the appropriate step (based on the questions on the diagram on p. 175 of the Student Guide) - (twenty minutes).

Evaluation:

1. Evaluation will be carried out by having students exchange their case studies with a classmate and each will assess whether or not the five-step approach was used correctly (refer students to the checklist on p. 218 of the Student Guide) - (ten minutes).

2. If the Supplemental Exercise (students' own mini-case studies) were not completed, the instructor can use the Introductory filmstrip "Problems on the Job" to assess the degree to which the students understand the five-step problem solving approach.

CASE STUDY NO. 3: ERIC

Eric is in charge of a large supply room for an office building which serves as a center for four different companies located in the building. The place is usually busy with people coming and going, obtaining new supplies, returning borrowed equipment, and having equipment repaired. Because no formal organization has ever been established in the supply room, Eric is the only person who knows where anything is.

When Eric caught the flu last winter and was out for three days, the supply room was in chaos. People from all the companies were fumbling around trying to find what they needed. No records were kept of who was taking what items, so stocks got dangerously low.

The companies using the supply room decided to get together to try to solve the supply room problem. First, they set their goals. They decided on what changes would have to occur if the problem was to be solved. The following are the goals, which the companies decided on: to have more than one competent employee available to take charge of the supply room; to have supply records kept up-to-date; to have a formal organization of the supply room familiar to all the companies using it.

When Eric returned to work, he was asked to write down the complete organization of the supply room and to use this as a manual for thoroughly training all personnel working with him so that they would all become familiar with the supply room organization. Copies of this manual were to be sent to all companies in the office building.

Last week, Eric went on his annual vacation. His assistant, Chris, immediately took charge of the supply room. Since Eric had taught Chris the complete organization Chris kept things running smoothly. He kept the supply room records up-to-date, and because all the companies using the supply room were now familiar with its organization, no supply shortages occurred and no one had trouble getting needed supplies because of bad organization.

Unfortunately, the supply room had on hand only one working typewriter because the other three were taken in for repairs yesterday. Chris also had trouble filling requests for erasers because of a local strike by truckers during the past two weeks had interrupted the delivery of office supplies. Finally, because the bond paper had become too expensive, Chris had to substitute coarse recycled writing paper in place of the high-grade bond requested by the companies.

Goals

What were the goals that the companies decided a successful solution to this problem should achieve? (There may be fewer than three.)

1.

2.

3.

Wat the companies' solution successful—did it achieve the goals? _____ (yes or no).

DISCUSSION QUESTIONS - 3

1. Which Work Entry and Job Adjustment Problem (WEJAP) categories may be involved in Case Study No. 3?

   Suggested categories: work habits, communication, automation and changing technology, work rules.

2. What goals might be appropriate for Case Study No. 3?

   Suggested goals:

   1. To have more than one competent employee available to take charge of the supply room
   2. To have supply records kept up-to-date
   3. To have a formal organization of the supply room familiar to all the companies using it

3. What was the solution suggested in Case Study No. 3?

   Suggested answer: Eric should write down the complete organization of the supply room and should use it as a training manual for all employees working with him. Eric should also send copies of this manual to all companies in the office building.

4. What were the consequences of the solution in Case Study No. 3?

   Suggested answer: Eric's assistant, Chris, was able to take immediate charge of the supply room, no supply shortages occurred because of bad organization, and everyone was able to find what he/she needed from among available supplies.

5. Did the solution succeed or fail?

   The solution succeeded. All criteria were met. Other problems have arisen and supply shortages are occurring, but these are not related to the original problem of bad supply-room organization.

CASE STUDY NO. 4: TIMOTHY

At the Pop Beverage Factory, Timothy is employed as an interviewer in the personnel office. His job requires that he get along well with people and treat everyone with courtesy and consideration. Timothy is from a large urban area, however, and the Pop Beverage Factory is located in the back hills of a farm state. During the past year Timothy has found it hard to deal fairly with the people he interviews. They are all rural people, who have less formal education and sophistication than Timothy's acquaintances in the "big city." Many of the job applicants find it difficult to pass the entrance exams the company gives, and few of the applicants come to the interview as Timothy expects them to, well-groomed and dressed in suits or dresses. Furthermore, Timothy cannot understand their regional speech or quaint mannerisms. He is aware that his lack of respect for these people is apparent to them and interfering with his own attempts to be tolerant and fair in his interviews.

Timothy applies for a transfer to a metropolitan area, but in the meantime he tries to change his attitude toward the local rural people. His goals are to be tolerant and fair in his interviews, and to learn to respect the people interviewed.

To accomplish these goals, Timothy decides to learn more about the local people and their culture. He attends a country music festival, reads some books on the history and sociology of the region, subscribes to local newspapers and magazines, and visits many of the homes of the people he works with.

In a short time, Timothy becomes popular with the people and he develops many friendships with his bosses at the factory. These friends try to convince Timothy to stay on. When Pop Beverage offers Timothy a raise to remain at the rural factory, Timothy decides to stay. Timothy still has not changed his attitude toward the local people, but with his new friends and raise in pay, he is content with his job.

Criteria

What were the goals that Timothy decided to achieve for a successful solution to this problem (there may be more than three)?

1.

2.

3.

Was Timothy's solution successful– did it achieve the goals? _____ (yes or no).

DISCUSSION QUESTIONS - 4

1. Which Work Entry and Job Adjustment Problem (WEJAP) categories may be involved in Case Study No. 4?

   Suggested categories: attitudes and values, communication, new roles, interview and test-taking, geographic mobility, educational preparation and job placement, career planning, occupational aspirations and job expectations, and prejudice

2. What goals might be appropriate for Case Study No. 4?

   Suggested goals:

   1. Development of a tolerant and fair attitude in interviews.
   2. Development of respect for the people interviewed.
   3. Development of rapport and empathy for those interviewed.

3. What was the solution in Case Study No. 4?

   Suggested answer: Timothy decided to learn about the local people and their culture by reading books on the history and sociology of the region, subscribing to local publications, attending local festivals, and visiting people.

4. What were the consequences of the solution in Case Study No. 4?

   Suggested answers: Timothy became well-liked, developed friendships with his bosses, got a raise, and decided to stay on at the factory.

5. Did the solution succeed or fail?

   The solution failed. Although Timothy became content with his job, none of the goals concerning improving his attitudes toward and rapport with the people he interviews have been met.

CASE STUDY NO. 5: MIKE

Mike read an advertisement on the inside of a matchbook cover. It said a company was looking for aggressive young men, high school graduates, who like to deal with people. The ad said that the company was willing to pay "$185.00 per week for executive trainees."

Mike applied for the job and was accepted. Working as a wholesale magazine salesman for a month now, he does not get a fixed salary, just a 5 percent commission. Since he has not been selling many magazines, he is averaging about $80.00 per week. The $185.00 per week is what the "expert" salesmen usually average.

Mike is unhappy with his job. He cannot live on what he is earning and is thinking of quitting. Yesterday, however, Mike decided to try to solve his problem by discussing the problem with his boss, Teresa. His boss was considerate and encouraging. She told Mike that many salespeople have a hard time at the beginning, that she herself earned only $54 a week when she started with the company. She also told him that she hoped he would not quit, because she liked him and she thought he got along well with the other employees. She even predicted that Mike's income would probably double within six months. Mike felt encouraged by this discussion and decided to keep the job and work harder.

Criteria

List the goals that a successful solution to this problem should achieve. (You may have less than three goals.)

1.

2.

3.

Evaluation of worker's solution: Was Mike's solution completely successful according to your goals? _____ (yes or no) Was it partially successful? _____ (yes or no)

DISCUSSION QUESTIONS - 5

1. Which Work Entry and Job Adjustment Problem (WEJAP) categories may be involved in Case Study No. 5?

   Suggested categories: job-seeking, career planning, prior work experience, communication, educational preparation, and job placement.

2. What goals might be appropriate for Case Study No. 5?

   Suggested Goals:

   1. Know exactly what salary to expect on his job.
   2. Earn enough to live on.

3. What was the solution suggested in Case Study No. 5?

   Suggested answer: Mike discussed his problem about his salary and job expectations with his boss, Teresa.

4. What were the consequences of the solution in Case Study No. 5?

   Suggested answer: Teresa convinced Mike to stay on the job and work harder.

5. Did the solution succeed or fail?

   The solution failed. Mike still does not know what salary he will get, and it probably will not be sufficient for his needs.

CASE STUDY NO. 6: TOM

Tom likes to move fast. He began as a stockboy in the Discount Department Store. Although he was not a hard worker, Tom "learned the ropes" quickly. His bosses were impressed with the way he learned what needed to be done and who to get to do it. Tom became friends with the store manager, and many of the department managers were surprised by Tom's quick grasp of the work flow and selling arrangements within the store. Tom was soon promoted to floorwalker.

Everyone thought that Tom was getting along well with his co-workers. In the beginning, Tom had made friends with his co-workers who considered him a nice guy. After he was promoted, however, he changed his attitude toward his new co-workers and began treating them as inferiors. Although his position as floorwalker was on the same level as that of the cashiers and salespeople, Tom acted towards them in an unfriendly manner and frequently gave orders to them. His co-workers felt that his job had gone to his head. They began to ignore Tom, leaving him out of their social activities.

Tom felt alienated by the reaction of his co-workers, but he did not change his attitude toward them. He thought they were just jealous of his success and were too lazy to try to get ahead themselves. Tom felt that he was a smart businessman, who was determined to be successful.

During this time, the store personnel manager discovered that Tom had misrepresented himself on his application form when he had first applied for a job with the company. Tom had stated that he had a certificate in sales management from a local business school. Actually, Tom had attended some courses at the school, but had not fulfilled the requirements for the certificate. As a consequence of this discovery, the store manager decided to demote Tom to his job as stockboy. The manager told Tom that the reason for the demotion was that the store policy was to have a higher level of educational preparation for their floorwalker positions than Tom had actually achieved. In addition, the manager felt that Tom should be penalized for the misrepresentation on his application form.

Tom thought that the real reason for his demotion was his co-workers' attitude toward him. He felt that they had probably complained to the store manager and persuaded her to demote him. Tom believed that he was being treated unfairly and thought if he pressured the manager on the issue, she would have to back off and not demote him. So Tom threatened to quit if he was demoted. Tom figured that the manager would have to yield if she did not want the news to get out that the store management was harrassing one of its employees simply because his co-workers did not like him. But to Tom's surprise, the manager said that she would accept Tom's resignation if he offered it.

Goals

1. Keeping the job as floorwalker.

2. Staying with the company.

Testing

Considering the above goals, did Tom's solution to his problem concerning his position at work succeed? _____ (yes or no)

Recycling

If you think Tom's solution failed, check the step to which Tom should return in the problem solving process if he still wishes to try to solve the problem:

_____ Step I. Diagnosing the Problem

_____ Step II. Generating Solutions

_____ Step II. Establishing Goals

_____ Steps III & IV. Evaluating and Choosing a Solution

Explain briefly why you think Tom should return to this step.

DISCUSSION QUESTIONS - 6

1. Which Work Entry and Job Adjustment Problem (WEJAP) categories may be involved in Case Study No. 6?

   Suggested categories: self-image, alienation, peer and supervisory adjustment, attitudes and values, work habits, new roles, interview and test-taking, job layoffs and rejections, educational preparation and job placement, occupational mobility, and work rules.

2. The goals are already given to you in Case Study No. 6 [i.e., (1) Keeping the job as floorwalker, (2) staying with the company].

3. What was Tom's solution, and what were the consequences of his solution?

   Suggested answer: Tom told the manager that he would quit the company if he was demoted. The manager said that if he offered to resign, she would accept his resignation.

4. Testing

   Did Tom's solution succeed or fail?

   His solution failed. He was not able to keep his job as floorwalker, and he may have to leave the company.

EVALUATION SECTION

FOR SUPPLEMENTARY EXERCISES

CASE STUDY EVALUATION FORMS

A. From the case study you developed from the supplementary exercises beginning after Step I, list the possible solutions for your problem.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

B. For each solution you listed, check whether each is either workable or not workable (Can it be accomplished?) and what you think about its usefulness (high, medium, or low).

	Workability		Usefulness		
Solution	Yes	No	High	Medium	Low
1.					
2.					
3.					
4.					
5.					

C. List the goals you developed that you would like your solution to achieve.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

D. Pick your best solution and state your reasons for choosing it.

CHECKLIST

(Steps 1 through 5)

In solving any given problem remember the following steps:

1. Diagnosing the Problem

   This includes:

   a. identifying the problem or problem area

   b. looking for causes, symptoms

   c. seeking information sources to help define the problem.

2. Generating Solutions

   Try to think of as many solutions as possible.

3. Evaluating Solutions

   Find out which solutions can be carried out and how useful they may be in solving the problem.

4. Choosing a Solution

   Select at least one solution and take action on it.

5. Testing the Solution

   Determining whether the solution has worked.

RECOMMENDED ALTERNATIVES

The following list of films, filmstrips, multimedia presentations, books, and reports are suggested in order to provide supplementary resources for the instructor. They may be used to provide background information for the teacher or provide additional activities for the student. These materials are not required in order to effectively implement this unit; they are, however, good additions to the core of this unit.

ABC's of Getting and Keeping a Job, The Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435

This program, which contains eight filmstrips and four cassettes, presents to students in grades seven through fourteen information needed to obtain work and to remain on the job after being hired. Emphasis is placed on learning the world of work vocabulary. Topics include obtaining a social security card and working papers, organizing a weekly budget, the role of labor unions, and health and safety consideration on the job. The short time span required and the easy-to-understand manner of presentation makes these programs useful for visually-oriented students in conjunction with classes in vocational guidance, occupational education, basic adult education, work experience information, and social studies.
COST--total set, $79.50; each filmstrip, $7.50; each cassette, $5.95.

Adventure--Lifelong Learning Simulation (Grade 10--College and Adult). Abt Pub.

This kit is a role-play simulation in which thirty to forty-five people can play. Fifteen different characters are engaged in the pursuit of higher education. These characters interact with fifteen different institutions of higher education, ranging from Ivy University of OmniMedia Network to Jack of All Trades School. Factors determining enrollment are goals and interests in Role Profiles, available funds or unused federal education vouchers, match between given learning type and nature of course selected, and a small element of chance.
COST--$60.00; shipping and handling, $3.00.

Almanac: A Handbook for Leaving High School, 1975. Approach 13-30 Corp., 1974. 1005 Maryville Pike S.W., Knoxville, Tennessee 37920

This magazine is published annually to aid twelfth grade students in the transition from high school to higher education or a job. A large portion of this publication concerns itself with attending college. Another major part of the magazine discusses planning and preparing for a career. Smaller portions of the magazine cover such topics as the military, automobiles, job hunting, civil service, financial matters, body care, and sound systems. The subject matter may vary according to the issue.

Applying for a Job: Self-Study Guide for Students, Patricia Mink Rath, Ralph E. Mason, and Lloyd S. Phipps, Interstate Printers and Publishers, 1968

This 4" x 6" card set is designed to assist students to learn quickly and easily some of the skills, knowledges, and attitudes necessary for getting a job. Questions are printed on the front of each of the cards and the correct answers are on the other side. The students may use the questions to: learn certain fundamentals involved in applying for a job, check their knowledge of job application procedures before starting an employment interview, review between job interviews, study before an examination or an actual job interview, use as a learning game with other students. This set may be used to supplement instructional discussions and student projects.

Bread and Butterflies, Agency for Instructional Television, Box A, Bloomington, Indiana 47401

This is a series of 15 career development programs, each of which is 15 minutes in length which are designed to help nine- to twelve-year-olds explore the correlations between their own lives and the world of work. Although this is directed more towards younger students, a number of programs are directly applicable to older students as follows:

1. Choosing Changes
2. School and Jobs
3. The Way We Live
4. Success Story
5. People Need People
6. I Agree . . . You're Wrong!
7. Our Own Two Hands
8. Work Means

Bridging the Gap from School to Work, Department of Labor, Washington, D.C., 1968 ED 021 144

Some of the variables considered to affect the process of transition from school to work are considered together with steps that can be taken to narrow the gap between school and work. These steps are:

1. increasing student knowledge about the environment of work while in school;
2. increasing opportunity for students to gain actual work experience;
3. increasing participation of business and other private groups in the education world; and
4. providing improved knowledge and training at the point of entry into the job market.

Color of Danger, (Harvest Films, Incorporated) Westinghouse Electric Corporation, 23rd Street and Cowan Road, Muncie, Indiana 47302

The Caterpillar Corporation has developed a film that adequately demonstrates the cause and symptoms aspects of a problem. This 16-minute sound film shows various problems of not operating a towmotor properly and constrasts this with appropriate information on safe operation of forklifts.

Employment Handbook, Student Job Placement, Carroll County (Virginia) High School, 1971

This booklet is designed to assist 12th graders as they prepare for employment considerations. The booklet is divided into eight chapters and covers such topics as career planning, labor laws and

school policies on students working, job hunting, applying and interviewing for a job, apprenticeships, continuing and post-secondary education, and working on the job.

An Experimental Evaluation of Methods of Teaching Students to Consider Alternative Problem Solutions, Nelson, D. C., AIR, Stanford, California, 1970

A problem solving skill was investigated to provide direction for training strategies for a proposed personal problem solving training program.

Exploring the World of Work, Specialized Service and Supply Company, 1329 Arlington Street, Cincinnati, Ohio 45225

These career guidance recordings have been produced to aid students in developing a better understanding of the extent of vocational opportunities, the need for planning and an approach to their study of careers. The series includes a two-part introduction to work and the need for planning, a special feature for women and ten presentations each concerned with an introduction to occupational opportunities within a vocational interest area. The presentations are focused on the interest areas of the Kuder Vocational Preference Record. (Author: William D. Martinson, Ed.D. Costs: 6 cassettes, GI-CT, $52.50; or 6 records, GI-R, $39.00; or 12 tapes, GI-T, $52.50.)

Final Report: Achieving Career Awareness, Mary Arno Beatrice, Boothbay (Maine) Region High School, 1975

This is a report of an English course that was taught for half of a year to increase students' speaking ability, to foster their self-confidence, and to extend their awareness of the job market. The mimeographed report includes the objectives, the learning aids, the class activities, results of students visits to places of employment, and the evaluation of the program. This report would aid teachers and counselors who have, are or will be in charge of a course of this nature.

From School to Work: A Pilot Study, New York State Education Department, Albany, New York, 1969 ED 039 349

The conceptualization of problems which youth face in their transition from school to work into a model which relates specific problems to dimensions of self and environment in developmental stages. The strongest transitional needs were identified in areas of preparatory education and training, occupational information, self-actualization, worker role, job placement, mobility, and occupational mobility.

Get a Job, Robert Carkhuff et al., Human Resource Development Press, 1975

This book is designed to assist individuals obtain the job in which they are interested. These materials can be used by senior high school and post-secondary students who are beginning, improving, or altering their career choice. The book is divided into six chapters. Chapter one provides a detailed introduction to the book. Chapters two and three aid the individual in gathering valuable information about himself/herself. Chapter four describes how to develop a complete job list which will put the person in touch with a maximum number of possible employers. Chapter five presents

how to develop a complete application which includes a persuasive resume and a personal "cover" letter of application. Chapter six provides information on how to master specific skills needed to control each personal job interview. Throughout this book there are exercises which the individual needs to complete to make the experience worthwhile. It will probably take several days for the student to complete the materials and master the skills presented.

Getting a Job, Education Design Incorporated, 47 West 13th Street, New York, New York 10011

This multi-media approach to dealing with world of work problems consists of 12 cassettes, 24 student record booklets, and an instructor's guide all in a permanent storage box. Students respond to taped lessons, prepare "fact sheets" and application forms and participate in group discussions. (Costs, as of this writing, $131.00.)

Getting a Job: Poster Series, Jane F. White and Glenn Pearce, J. Weston Walch, Publisher, 1969. Portland, Maine 04104

The eighteen 11" x 14" black and white posters are written to primarily help terminal students who have few skills and little insight into the world of work with obtaining a job. Hints and guidelines about finding satisfying work, rating personal skills, and evaluating companies are given. Half of each of the posters contains a sketch which relates to the narrative on the other half. The narrative which is written to the student covers such topics as surveying the job market, rating self, studying companies, salaries and benefits, advancements, measuring skills and needs, writing a resume, preparing work samples, writing letters of application, asking permission for references, interviewing, and following-up an interview.

Getting Applications Right, Scholastic Book Services

This teaching guide introduces junior and senior high school students to the common day-to-day paperwork of the world of work. An overhead transparency and ditto master are supplied for each form. Driver's license, employment, and credit card applications, mail order blanks, and the common banking materials are some of the forms included. The materials are also to acquaint the student with the terms and vocabulary common to the world of work. The introduction recommends ways the instructor can incorporate these materials in the regular curriculum. This is a relatively inexpensive source of forms for teaching basic employment readiness skills and survival from the world-of-work's day-to-day paperwork.
COST—$4.50.

How to Get the Job, Mitchell Dreese, Science Research Associates, 1971

This booklet is designed to help individuals obtain the right job. The document takes the approach that obtaining the right job is a sales campaign and covers the following topics: knowing the product—your qualifications; becoming familiar with the market—possible employers, locating employers; selling yourself as the applicant best qualified; following-up the employment interview, not expecting to get every job you apply for, and preparing yourself for promotions after obtaining the right job. The last chapter of the booklet presents ideas on how to start a business.

How to Keep Your Job: Poster Series, Pamela Sullivan, J. Weston Walch Publisher, 1971, Portland, Maine 04104

The eighteen 11" x 14" two colored posters are intended for students who are entering the job market for the first time. Guidelines on how to best function on a job are presented. Half of each of the posters contains a sketch which relates to the narrative portion. The narrative which is written to the student covers such topics as willingness to start at the bottom, willingness to ask questions, being punctual, being part of a team, good grooming and cleanliness, being polite, having a little initiative, being in good humor, being a company's ambassador, being orderly, job economics, being self-confident, absenteeism, not being a clock-watcher, self-improvement, having pride in self sticking with the job and giving notice.

How You Can Get a Better Job, American Technical Society, 848 East 58th Street, Chicago, Illinois 60637

This book offers advice on dealing more effectively with human relations in a business situation. The reading level is suitable for students in junior high school through adult education. The text is well written, easy to understand, and handled in a humanistic manner. The personal qualities that are necessary to individuals seeking advancement, as well as suggestions for developing those qualities, are discussed. The book deals with potential mistakes and how to avoid these pitfalls. The book would make good supplementary reading material for self-awareness development, prevocational training, and work experience classes.
COST—list price, $4.00; school prices 20% off list.

Industrial, Labor and Community Relations, Merle E. Strong, Delmar Publishers, 1969, Albany, New York 12205

This book is for use with students or trainees who will be entering the world of work or who may already be working. Within the five sections there is a total of 30 units with each unit having objectives, general introductions, suggested activities, and assignments. Most units are from three to six pages in length. The topics include: Section I - Education and Training; Section II - Organization of Society—industrial growth in America, effects of technological change, nature of labor force, wage systems, etc.; Section III - Personal Security and Efficient Living—health, insurance, unemployment insurance, workmen's compensation, etc.; Section IV - Organized Labor—how labor unions operate, collective bargaining, the union contracts, etc.; and Section V - Democracy. This book could be of use by a teacher and/or guidance counselor who is responsible for introducing the world of industry and labor to high school students and/or adults.

The Job Game, Employment Training Corporation, New York, New York, 1975, $149.00

Includes four Job Finder Workbooks, Tapes and Trainer's Guide. The Job Game was developed to assist people who come from a variety of backgrounds to find a job. The materials include four Job Games cassette tapes, a Job Finder Workbook and a Trainer's Manual. Additional equipment needed is a standard cassette player and a timer with a bell.

Job Hunting: Where to Begin, Guidance Associates

This program, which contains two full-color filmstrips, two records, or two cassettes, and a discussion guide, clarifies students' understanding of employment sources while helping them build self-confidence. It explains the various types of employment agencies, the role of the job counselor, civil service exams, and how to answer want ads and handle job interviews to junior and senior high school students. The discussion guide provides teaching and discussion materials and filmstrip scripts.
COST—$48.50.

Jobs for High School Students, Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570

These filmstrips provide advice on locating good jobs by relating specific jobs to student objectives. They help distinguish between jobs that provide special experience for subsequent employment and those that offer pocket money or good wages only. (Cost, as of this writing, 2 filmstrips, discussion guide, 2 LP's, $41.50; or with 2 cassettes, $46.50.)

Job That Goes Someplace, Guidance Associates, 1970, 757 Third Avenue, New York, New York 10017

This kit includes two nine-minute color filmstrips, two 12" LP records or two cassettes, and a teacher's guide and is designed to show junior and senior high school students how they can get ahead on the job by having the proper attitude and personal qualities. In an innovative use of graphics, the filmstrip presents without moralizing the idea that it is wrong to end up in a deadend job. The teacher's guide includes introductory materials, suggested discussion questions and activities, and filmstrip scripts.

Job You Want, The, McGraw-Hill Book Company, Delmonte Research Park, Monterey, California 93940

Suitable for senior high school students through adult education, this book is designed to help individuals prepare for job hunting, interviewing, and successful performance on the job. The text is easy to read and the content is logically developed. The reader is asked to conduct a self-appraisal, considering aptitudes, interests, and personality. Career exploration is discussed. Once alternative career paths have been selected, the reader receives suggestions for locating, applying for, and interviewing for those jobs. The last few chapters are devoted to achieving success on the job and considering promotional opportunities.

The photographs and the drawn illustrations demonstrate good ethnic balance. Words peculiar to the world of work are defined at the bottom of the page. The job interview section is especially well done. Review questions given at the end of each chapter help to highlight and reinforce the chapter's main concepts.

Job You Want—How to Get It, The, Walter Blackedge et al., Southwestern Publishing Company, 1975, Cincinnati, Ohio

This workbook is aimed at helping individuals obtain jobs of their choice. The book is divided into eight chapters which cover the following topics: how to learn about job opportunities, choosing

a job goal, working in the summer, selling personal abilities, writing a letter of application, completing a job application, going on an interview, and the first day on a job. Within each chapter there are discussions of the topic, many times in a story form, and exercises to be completed. This workbook would be useful to students interested in obtaining full- or part-time employment.

Life Career Game, Western Publishing Company, Incorporated, School and Library Department, 850 Third Avenue, New York, New York 10022

The *Life Career Game* is a simulation activity that attempts to imitate or simulate the job, education, and marriage market as it currently exists in American society, and to demonstrate how these markets may affect the life planning of a person, given certain personal characteristics. Students play the Game in teams of two or three, and compete against other teams to play the most satisfying life for the next eight to ten years for a hypothetical student. The Game can be used in various settings with varying numbers of students. It is ideal to have at least a two-hour stretch at the beginning to get students into the Game, then each subsequent session with the Game can be an hour long. Because of the great similarities between aspects of the Game and the realities of life, students have become very involved in it, and have projected their own life into that of the Profile student with whom they are working. The Game provides an opportunity for teaching some important principles of decision-making and life planning that students may not have learned through other methods.

Official College Entrance Examination Board Guide to Financial Aid for Students and Parents, The, Elizabeth W. Suchar and Phyllis Harris, Simon and Schuster, 1976

This book provides practical financial aid information for college-bound students, their parents, and their advisers. The book, which is divided into ten parts, contains information of what financial aid is; you, your family, your education; financial aid from post-secondary educational institutions; financial aid from the basic educational opportunity grant program; financial aid from the states; financial aid through the guaranteed student loan program; financial aid from special-purpose programs; financial aid from local sources; and information for parents. A supplement section is also provided.
COST—$4.95.

On The Job, Educational Design, Incorporated, 47 West 13th Street, New York, New York 10011

This multi-media approach to on-the-job problems consists of 20 cassettes, 24 student record booklets, and an instructor's guide in a permanent storage box. Students produce written responses to taped lessons and are exposed to various problematic situations. (Cost, as of this writing, $229.00.)

Opportunity, Scholastic Book Services, 1971, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

This kit, which contains eight filmstrips, eight records or cassettes, thirty student logbooks, and a teacher's guide with annotated workbook pages and scripts, is designed to provide students in ninth through twelfth grades with actual practice in employment activities and procedures. In the first filmstrip students are asked questions which they might encounter on a job interview. The next five filmstrips provide information on fifteen careers. Another filmstrip provides information on problem solving. In the last filmstrip, the students are asked questions to determine how much they have learned throughout the unit. The student logbooks are to be used along with the filmstrips.
COST—$169.50.

Planning Your Career, General Electric, 1971

This booklet briefly explains how high school students can be prepared for any career direction by having a wide education base. It is explained how knowledge in communications, mathematics, science, social studies, and foreign languages can be helpful when preparing for a career. There is also a brief description of some planning suggestions for major career fields.

Preparing Pupils for the World of Work, Detroit Public Schools, Detroit, Michigan, 1962 ED 001 452

This report of a committee assigned to evaluate the programs preparing students for employment details the need for improvement of counseling and guidance services available to students. The necessity to provide regular career counseling and expand World of Work Services including vocational education and work-study plans for girls and mentally retarded students is emphasized.

Problems in the Transition from High School to Work as Perceived by Vocational Educators, Garbin, A. P.; Campbell, Robert E.; Jackson, Dorothy P.; Feldman, Ronnie, The Ohio State University, Columbus, The Center for Vocational Education, 1967

The major objective of this particular exploratory study was to collect data which would help guide subsequent research in the area of the worker adjustment problems of youth. Interviews with a selected group of vocational educators sought their perceptions of the most crucial impediments facing youth in the school-to-work transition and recommendations for teaching aids, curriculum materials, and other programmatic solutions that would help alleviate these impediments to worker adjustment.

Problems in the Transition from School to Work as Perceived by Youth Opportunity Center Counselors, Eggeman, Donald F.; Campbell, Robert E.; Garbin, Albeno P., The Ohio State University, Columbus, The Center for Vocational Education, 1969

This report was designed to identify the range of problems faced by youth as they make the transition from school to work. A survey-by-questionnaire of a selected group of Youth Opportunity Center counselors sought their perceptions of the impediments faced by youth in the school-to-work transition and their suggestions for alleviating these obstacles.

Roles and Goals, Argus Communications, 7440 Natchez, Niles, Illinois 60648

This kit, which includes a six-minute, color filmstrip, a record or a cassette, and a leader's manual, explores the question of which comes first, the role or the goal, and how one affects the other. The filmstrip concentrates on presenting diverse ideas that help students in grades 7-14 formulate their own answers and guidelines. Can be used in group counseling sessions and classes in communication arts and psychology.
COST– $20.00.

Self, Incorporated, Agency for Instructional Television, Box A, Bloomington, Indiana 47401

This is a series of 15 programs each of which is 15 minutes long, that is designed to stimulate discussion and private reflection by e'even-to-thirteen-year olds. It consists of a teacher's guide, teacher-training workshop materials, and evaluation materials.

Programs deal with the following:

1. Physical changes
2. Peer group pressure
3. Dating readiness
4. Everyday pressures
5. Cliques
6. The system and self
7. Failure and disappointment
8. Privacy
9. Pressures to achieve
10. Ethnic, racial, religious differences
11. Male and female role identity
12. Ethical decision-making
13. Families

Although these programs deal more with interpersonal aspects of development, they have wide applicability to the world of work especially in the realms of attitudes, values and family and personal situational adjustment.

Start Getting That Job Now: A Vocational Guidance Handbook, Daisy Farrell, Memphis Schools

This booklet provides information to students in grades 7-14 concerning obtaining and maintaining a job. It is written towards the students and provides information on topics such as job fields and their future, preparing for an interview, interviewing, completing a job application form, possible reasons for being turned down for a job, appearance and action on the job, managing money, unions.
COST—$3.00.

Succeeding on the Job: Self-Study Guide for Students, Patricia Mink Rath, Ralph E. Mason, Lloyd J. Phipps, Interstate Printers and Publishers, 1970, 19-27 North Jackson Street, Danville, Illinois 61832

This 4" :: 6" card set is designed to aid students in learning quickly and easily some of the skills, knowledges, and attitudes necessary for working successfully. Questions are presented on the front of the card and the correct answers are provided on the other side. The student may use these questions to: Learn certain fundamentals involved in succeeding on the job; check his or her knowledge of employers' expectations before starting a job; review while on the job; study before starting a job; study before an examination; as an actual supervisory review of work, or use as a learning game with other students. This set may be used to supplement instructional discussions and student project.

Trouble at Work, Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570

These filmstrips are realistic dramatizations that explore conflict between the impatient apprentice and stern master mechanic; the family-burdened hospital worker and the superior faced with absenteeism; the mistake-prone salesgirl and her gruff non-supportive boss; an ambitious filling-station worker and his unmotivated pal. (Cost, as of this writing, 4 filmstrips, discussion guide, and 2 LP's, $41.50; with 2 cassettes, $46.50.)

Work Entry Problems of Youth—A Literature Review, Haccoun, Robert R. and Campbell, Robert E., The Ohio State University, Columbus, The Center for Vocational Education, 1972

This paper reports the findings of a descriptive analysis of the vocational coping problems of young work entrants. The analysis was conducted by two major methods: (1) an extensive search of both published and unpublished studies and (2) visitations with job placement agencies and consultants.

Worker Adjustment Problems on Youth in Transition from High School to Work, Garbin, A. P., Salomone, Jerome J., Jackson, Dorothy P., Ballweg, John A., The Ohio State University, Columbus, The Center for Vocational Education, 1970

This study attempted to identify and specify the nature of the high school-to-work transitional experience as revealed by 642 youthful workers, representing diverse levels of the occupational structure. Recommendations are made which when implemented have the potential to facilitate the adjustment of youth to the world of work.

Worker Adjustment: Youth in Transition from School to Work—An Annotated Bibliography of Recent Literature, Garbin, A. P., Jackson, Dorothy P., Campbell, Robert E., The Ohio State University, Columbus, The Center for Vocational Education, 1967

This selected bibliography was compiled in the course of designing a study on the adjustment problems of youth to the world of work. In the development of this compendium of relevant sources, it is recommended that even more comprehensive and systematic research be done on this relatively neglected problem.

World of Work, Hugh Shrader, J. Weston Walch Publisher, Portland, Maine 04104

This spiral bound book describes the requirements of the world of work. It is written towards the student and describes such topics as (1) entering into a job—how to apply for a job, and how to act on a job interview; (2) various aspects of working on the job—conduct on the job, absenteeism, loyalty, unions, and advancement; (3) maintaining other aspects of one's life—insurance, maintaining living quarters, budgeting, and taxes. The book provides in an easy to read manner concrete suggestions for a person starting a first job.

You and Your Job Interview, Guidance Associates, 757 Third Avenue, New York, New York 10017

This program, which consists of two full-color filmstrips, each thirteen to fourteen minutes in length, two 12" LP records or two cassettes, and a teacher's guide, is designed to assist individuals in the development of interviewing skills. Part I provides information on the interviewing skills through a series of interview situations. Part II presents four different job interview situations. After each situation the filmstrip can be stopped and a discussion of questions that appear on the screen can take place. The teacher's guide provides teaching and discussion materials and filmstrip scripts. COST—2 filmstrips, discussion guide, 2 LP's, $41.50; with 2 cassettes, $46.50.

Your Career if You're Not Going to College, Sarah Spafver, Julian Messner Publisher, 1971

This is a well organized, comprehensive handbook for high school students. This publication can help students evaluate their interest and abilities or help them select and obtain a job. The handbook is divided into fifteen major occupational divisions, each division having a range of occupations requiring little or more years of study/training. Under each occupation the following items may be found: (1) qualifications required, (2) duties, (3) skills, and (4) future of the occupation. In the appendix the following information can be found: occupations index, state apprenticeship councils, regional offices—U.S. Bureau of Apprenticeship and Training and finally other important sources.
COST—$4.50.

Your First Week on the Job, Guidance Associates, 757 Third Avenue, New York, New York 10017

This program, which contains two full color filmstrips, two 12" LP records or two cassettes, and a discussion guide, presents humorous dramatizations that help reduce the high school students' anxiety towards their first job, prepares them for coping with new personalities, rules, and decision; and stimulates relaxed group talk about entering the world of work. The discussion guide provides teaching and discussion materials and filmstrip scripts.
COST—$48.50.

OTHER PUBLICATIONS AND PRODUCTS OF THE CAREER PLANNING SUPPORT SYSTEM PROGRAM

SYSTEMATIC DELIVERY OF CAREER GUIDANCE

A set of integrated, printed, and audiovisual materials constitutes the program's delivery system. Developed by Dr. Robert E. Campbell and his staff, these materials provide step-by-step directions to plan, develop, implement, and evaluate an upgraded career guidance program. The delivery system has been extensively field tested in over forty schools in sixteen states.

CAREER DEVELOPMENT FOR WOMEN

Sugar and Spice is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping, by Louise Vetter, Cheryl Meredith Lowry, and Carolyn M. Burkhardt.

Career Patterns of a National Sample of Women, by Louise Vetter and David W. Stockburger.

Career Materials: Implications for Women's Career Development, by Louise Vetter, David W. Stockburger, and Christine Brose.

CAREER DEVELOPMENT FOR MINORITY YOUTH

Involving Significant Others in Career Planning: A Counselor's Handbook, by Carolyn M. Burkhardt, Sandra R. Orletsky, Cheryl Meredith Lowry, H. Lawrence Hotchkiss, and Robert E. Campbell.

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches, by J. Steven Picou, Evans W. Curry, and H. Lawrence Hotchkiss.

Significant Other Influence and Career Decisions: Volume I, Black and White Male Urban Youth, by Evans W. Curry, J. Steven Picou, H. Lawrence Hotchkiss, Shirley Scritchfield, and John Stahura.

Significant Other Influence and Career Decisions: Volume II, Black and White Female Urban Youth, by Evans W. Curry, H. Lawrence Hotchkiss, J. Steven Picou, John M. Stahura, Shirley Scritchfield, and Jerome Salomone.

For additional information or ordering instructions (prices and availability), contact:

The Center for Vocational Education
CVE Publications
1960 Kenny Road
Columbus, Ohio 43210
Tel: (614) 486-3655